DOCUMENT RESUME

ED 103 009 95 IR 001 695

AUTHOR	Bramble, William J., Ed.; Ausness, Claudine, Ed.
TITLE	The Evaluation Design: Summer Courses, 1974. Technical Report Number Four.
INSTITUTION	Appalachian Education Satellite Project, Lexington, Ky.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	AESP-TR-4
PUB DATE	Dec 74
NOTE	111p.; For related documents see IR 001 692 through 94
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	Career Education; *Communication Satellites; Computer Assisted Instruction; Data Analysis; Educational Technology; Educational Television; Evaluation; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Formative Evaluation; *Inservice Programs; Inservice Teacher Education; Program Evaluation; Reading; Regional Cooperation; Telecommunication
IDENTIFIERS	AESP; Appalachia; *Appalachian Education Satellite Project; Regional Educational Service Agencies

ABSTRACT

The Appalachian Education Satellite Project (AESP) was conceptualized in 1973 (1) to develop courses in reading and career-education instruction for teachers in the Appalachian region, and (2) to determine the feasibility of conducting such courses over a large geographical area via communication satellites. During the summer of 1974 nearly 600 teachers at 15 sites received graduate education courses. The evaluation of those courses is described in this document. Included in the evaluation strategies used are: (1) pre-post course testing of the cognitive and affective behaviors of participants; (2) achievement testing after each unit of instruction; (3) user rating of the different presentation modes; (4) descriptive documentation of equipment, facilities, personnel, and participants; and (5) a field study of the additive impact of three activities in the course learning sequence. The implementation and data analysis procedures for the evaluation are also described. (Author/DGC)

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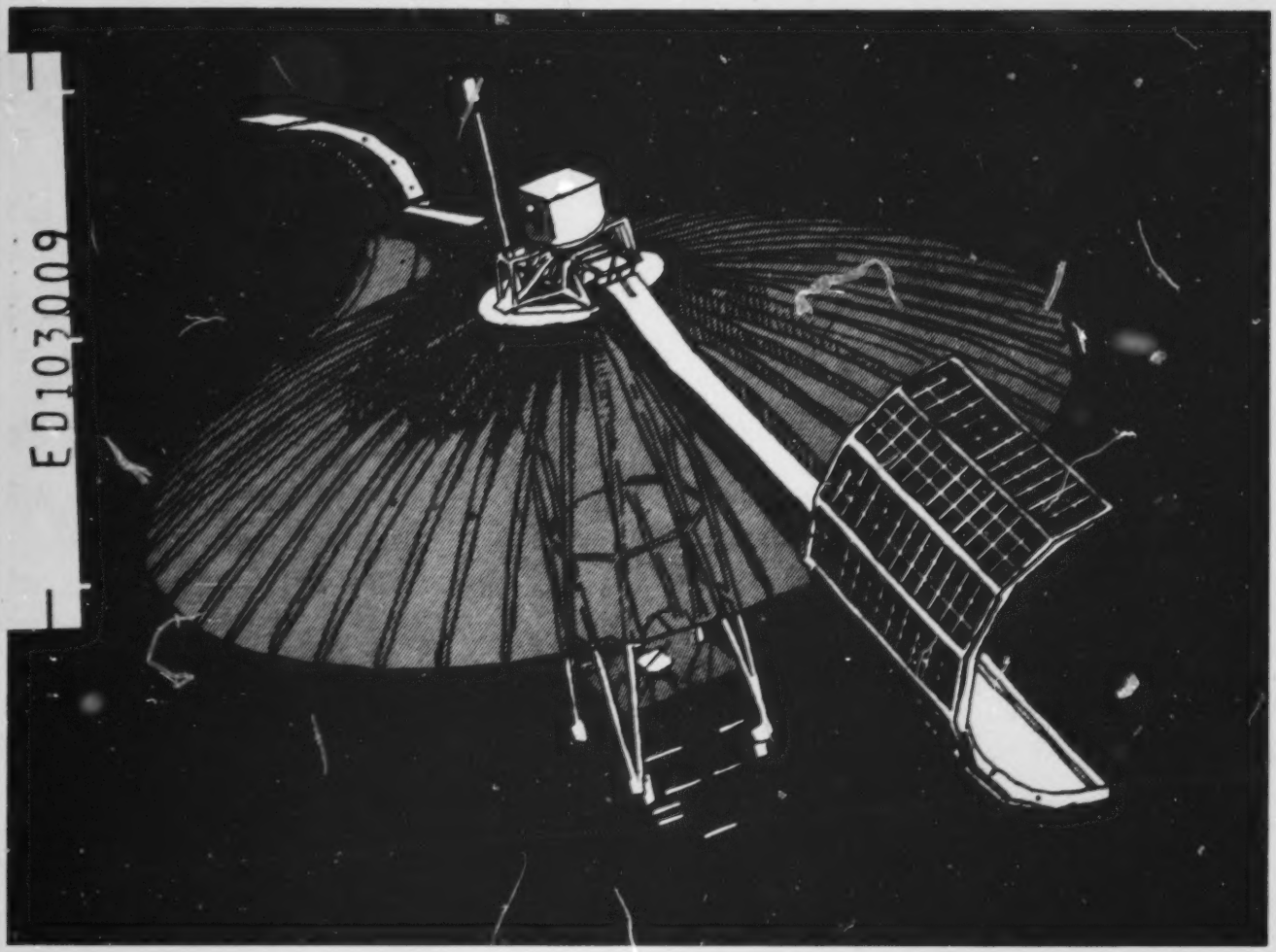

EVALUATION DESIGN

aesp appalachian education satellite project

Technical Report

number 4

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THE EVALUATION DESIGN: SUMMER COURSES, 1974

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December, 1974

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The project is supported by N.I.E. Grant #74-4/CO-3009-73-I-OE-0531 to the Appalachian Regional Commission and the University of Kentucky.

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The Technical Report Series of the Appalachian Education Satellite Project is edited and published by the RCC Evaluation Component at the University of Kentucky, Lexington, Kentucky.

The purpose of this series is to document and disseminate information about the design, implementation, and results of the AESP experiment.

William J. Bramble and Claudine Ausness

Editors

Technical Reports #1 to 3 in this series are entitled:

AESP Data Base Information: Rationale, Data Collection Procedure, Interpretation of Results.

An Experiment in Educational Technology: An Overview of the Appalachian Education Satellite Project.

Formative Evaluation Study for AESP Diagnostic and Prescriptive Reading Course.

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RATIONALE FOR STUDY

During the summer of 1974 nearly 600 teachers at 15 sites scattered throughout Appalachia received graduate education courses via satellite. The two courses offered in the summer were a Diagnostic Prescriptive Reading Instruction course for K-3 grades and an Elementary Career Education Course for grades K-6. Each course consisted of 12 instructional units. Each of these units included a one-half hour, pretaped televised program, a 15 minute audio review of the program content immediately following the program, and one-to-two hours of preplanned laboratory activities during which the teachers used materials and applied procedures relevant to the unit topic. During the session immediately following the completion of each unit, an achievement test was given, so that the teachers could learn how well they understood the concepts in the unit.

In addition to the learning activities in every unit, four times during each course there also were 45-minute, live, interactive seminars during which the teachers at the local sites were able to ask content experts questions. The questions were relayed from the local sites via ATS-3 to the broadcasting studio at the Resources Coordinating Center (RCC) in Lexington, Kentucky. Moreover, to supplement these instructional activities, an on-site reference library and several computerized retrieval systems were made available to the teachers.

It should be made explicit that, while the Appalachian Education Satellite Project (AESP) provided quality in-service education for teachers in Appalachia, it was primarily an experiment to demonstrate the feasibility

of delivering such courses via satellite to sparsely populated areas. For this reason, many of the learning activities were designed for delivery via satellite. The pretaped programs, the live seminars, and the audio questions for immediate review of the program content were all transmitted to the classroom sites via ATS-6 satellite. Information requests and the seminar questions were relayed via ATS-3.

From the time these courses were conceived, it was recognized by the designers of the AESP that course developers, potential users, and funding agencies would need accurate information about the quality of the instructional materials in order to make informed decisions about planning other courses and refining, revising, and reusing the course materials. For this reason, the RCC Evaluation Component was created to collect information on the effectiveness of the courses. The RCC Evaluation Component began its evaluation of the summer courses by identifying questions for which empirically based answers might be requested.

- How much did the participants learn?
- To what extent were the participants persuaded to adopt a more positive attitude toward the course objectives?
- How well did the participants like the course and the different learning activities?
- How well did the equipment used to transmit instruction and information work?
- What were the characteristics of those taking and administering the course?
- What is the relative effectiveness of each of the activities in the learning sequence?

After identifying the questions users and producers might want to answer, the RCC Evaluation Component devised an evaluation plan that allowed for the collection of the information necessary to answer these questions. The plan called for the implementation of several evaluation strategies: pre-post course testing of the cognitive and affective behaviors of the participants; achievement testing after each unit of instruction; user rating of the different presentation modes; descriptive documentation of equipment, facilities, personnel, and participants; and a field study on the additive impact of three activities in the course learning sequence.

The section in this technical report entitled "Evaluation Strategies" describes both the design used to collect the needed information and the materials that were developed to implement each strategy. The next section, "Implementation of Evaluation Strategies," describes some of the procedures developed to make possible the implementation of the evaluation scheme by local coordinators. The final section, "Analysis of the Data," describes the procedures used to transform the raw data into meaningful units of information.

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EVALUATION STRATEGIES

Pre-Posttesting of Cognitive Behaviors

The need for the pre-posttest design arose from the fact that most of the participants possessed some knowledge of the subject prior to the course. Consequently, the success of the total course or single units in the course could not be judged from the mean on the posttest alone. It was the pre- to posttest gain that was centrally related to the evaluation of course or unit effectiveness. It was necessary to know what the pre- to posttest gains were before answers could be formulated for such questions as "How much difference did the course or unit make on the knowledge and skills of the participants?" and "Did the amount of gain differ across sites or geographic groups of sites?

In order to find out how much the participants learned during the course, the RCC Evaluation Component decided to test them prior to the course, after each unit in the course, and after the completion of the course. The pretest included all the unit and posttest items. The participants were given the pretest during the organizational meeting, and each unit posttest at the beginning of the next session following the meeting when the unit materials were presented, and the course posttest on the last day of class. Unit tests were delayed until the next class meeting because the learning sequence for each unit included the homework activities completed during the intervening week, as well as the pre-program preparation, the televised program, the audio review, and the

laboratory period. The course posttest measured how much the participants learned during the total course, while the unit tests measured how much the participants learned during each unit, a learning sequence of shorter duration than the total course.

It should be pointed out that the unit tests, developed by the RCC Evaluation Component, served instructional as well as evaluative functions. The tests allowed the participants to demonstrate how effective the materials and activities in each unit had been in teaching the behaviors identified in the unit objectives. They also gave the participants an opportunity to check their understanding of the concepts and skills introduced during the unit, since correct-answer keys were supplied by the RCC Evaluation Component for posting immediately after the participants were tested.

The courses focused on the identification of concepts and procedures helpful to teachers when planning reading and career education instruction. For this reason, the test items focused mainly on the first three levels of the taxonomy of educational objectives (see Bloom, 1956) - knowledge, comprehension, and application. Although the developers of instructional and evaluative materials wanted to emphasize application skills, it was necessary to provide coverage of many knowledge and comprehension objectives in the process. Whenever possible the questions to measure performance on these objectives were in the form of simulated classroom situations.

Items from different units in the K-3 reading course demonstrate the three major types of multiple-choice items generated. Unit 9 in the

Descriptive and Diagnostic Reading Instruction course focused on instructional procedures for teaching word-recognition skills. The following test item covered what Bloom in his taxonomy calls a knowledge-level cognitive objective, that "the student can identify different strategies for teaching word-recognition skills."

Knowledge Level Test Item:

The student traces a word, saying each part as he traces it. Then he writes the word on the board to check to see if he knows it. Which of the following programs does this most resemble?

1. DISTAR
2. Discovery Phonics
*3. Fernald
4. Sullivan

Unit 11 in the K-3 reading course focused on instructional procedures for teaching reading comprehension. The following test item illustrates the kind of question covering what Bloom categorized as a comprehension level objective. By answering the item correctly the student demonstrated that he could "determine the level of reasoning different types of questions would encourage in his students."

Comprehension Level Test Item:

Mrs. Glass asked her students, "If you were the boy in the story, what would you have done?" What level of reasoning was she helping them develop?

1. Evaluation
2. Analysis
3. Knowledge
*4. Application

Unit 5 in the DPRI course for grades K-3 focused on the use of the Reading Miscue Inventory to determine which reading strategies a student is weak in. The following example test item offered the students an opportunity to apply skills learned. That "the student can record information on the coding sheet", is an objective at the application-level according to Bloom's taxonomy.

Application Level Test Item:

Which of the letters would you write in the graphic acceptability, semantic acceptability and meaning change columns on the RMI coding sheet for the sentence:

"The noise came ceased."

1. N,N,N
2. P,P,Y
*3. P,N.Y
4. N,P,N

Unit 1 in the summer career education course for elementary school teachers focused on the concept of career education. The following test item is for the objective at the knowledge level, that "the student recognizes developers of concepts of career education."

Knowledge Level Test Item:

To which individuals goes the credit of coining the term "career education"?

1. Carl Perkins and James Barclay
2. Dwight Alfield and Robert Hoyt
3. James Borrill and Robert Bailey
*4. James Allen and Sidney Marland

Unit 2 in the summer career education course for elementary school teachers focused on components of a comprehensive career education program. The following test item is for the objective at the comprehension level, that "the student can distinguish reasons for implementing career education."

Comprehension Level Test Item:

Miss Everett decided that her two top third-grade students, Bob and Susan, did not have to take part in career education activities, because their time would be better spent expanding their academic knowledge. Miss Everett's decision is:

1. Correct because advanced students generally do not have any difficulty in the employment market.
*2. Incorrect because career awareness serves as an enrichment activity for the advanced student.
3. Incorrect because career awareness is geared more towards the advanced student.
4. Correct because if a student has a sufficiently high level of academic achievement he will not need any career training until college.

Unit 8 in the summer career education course for elementary school teachers focused on implementation strategies for career education in the schools. The following test item is for the objective at the application level, that "the student can apply career education concepts to career education programs."

Application Level Test Item:

Miss Adler attended a workshop on career education and became quite enthusiastic about the concept. She decided to try to implement a career education program on a school-wide basis. Her first step would be to:

1. Discuss a school-wide career education program with her principal and convince her of its need.
2. Set up a planning team of fellow teachers.
3. Organize a series of workshops and in-service sessions dealing with career education.
*4. Implement career education in her own class before trying to establish a school-wide program.

Pre-Posttesting of Affective Behaviors

One way to improve the quality of education available to students in Appalachia is to increase through in-service courses the number of effective instructional procedures with which teachers in Appalachia are familiar. However, unless the teachers feel that these procedures are worth the time taken to learn them, it is unlikely they will ever incorporate them in their classroom. Should this happen, the course would have little effect on the quality of instruction the Appalachian student receives.

In order to obtain some idea about the receptivity of the participants to the ideas and procedures advocated in the AESP courses, the RCC Evaluation Component added to the pre-posttest design an affective, as well as cognitive, dimension. The affective pre-posttest, like the cognitive

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pre-posttest for the course, was given during the organizational and final class meetings. The participant was asked to mark the point on a 5-point Likert scale that best described his attitude toward each statement.

The Teaching Attitudes Toward Reading Instruction (TARI), the affective pre-posttest for the Reading Instruction course (DPRI) for K-3 teachers, allowed the participants to express their attitudes toward five ideas:

1) That diagnostic and prescriptive reading instruction is a good way to teach reading (see items 4, 7, 12, 14, 16, 19, 24, 30, 35 on the TARI in the appendix);
2) That diagnosis of individual needs is the necessary first step in the effective teaching of reading (see items 3, 9, 10, 11, 20, 23, 27, 31, 34 on the TARI);
3) That teachers should integrate the learning of word recognition and comprehension skills with the development of other language arts (see items 1, 13, 21, 22, 26, 33, 36 on TARI);
4) That teachers can help their students develop pre-reading skills (see items 2, 5, 17, 29, 32 on TARI);
5) That recognizing individual words is less indicative of a child's reading skill than his ability to comprehend the meaning of a passage (see items 6, 8, 15, 18, 25, 28 on the TARI).

The Teacher Attitudes Toward Career Education (TACE), the affective pre-posttest for the course in career education instruction for K-6 teachers, allowed the participants to express their attitude toward three ideas:

1) That the place for career education instruction is in the school curriculum (see items 1, 2, 3, 8, 9, 11, 12, 13, 14, 17, 21, 23, 24, 25, 26, 29 on the TACE in the appendix);
2) That career education instruction should be integrated with academic subjects in the classroom (see items 4, 5, 6, 7, 15, 16, 19, 22, 27 on the TACE);
3) That career education is not synonymous with vocational education (see items 10, 18, 20, 28, and 30 on the TACE).

Pre-Post Description of Teaching Practices

In order to obtain information on the effect each course had on actual classroom teaching procedures and ultimately on the elementary student, the RCC Evaluation Component planned a field follow-up study for the 1974-75 school year. The study was to include classroom observations of a sample of the teachers who took the course and comparisons of the achievement scores of their students and the students of other teachers who did not take the course.

Due to limited resources the study has been narrowed in scrope. It now includes only self-report data from the course participants and no classroom observations. Prior to the course all the participants were asked

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to describe their teaching procedures for the 1973-74 school year (see the Teaching Practices Inventory: Reading/Career Education in the appendix). In January, 1975, a sample of the summer course participants will receive through the mail the Attitude Questionnaire and Teaching Practices Inventory. This time they are asked to fill out the forms in such a way as to reflect their course-related attitudes and teaching practices as of the end of the fall term of the 1974-75 school year.

The Teaching Practices Inventory: Reading (TPIR) and the Teaching Practices Inventory: Career Education (TPICE) forms are basically multiple-choice in format with some dichtomous questions and checklists. The participants were asked to check the answer that best described their teaching practices. As an example the TPIR gathered information on:

1) The diagnostic techniques the participants used to teach reading (items 9, 10, 11, 12, 13, 14, 15, 16, 17 on the TPIR);
2) The instructional techniques the participants used to teach reading (items 1, 2, 3, 4, 5, 6, 7, 18, 22, 23, 24, 25, 26, 27 on the TPIR);
3) The resources already available that could be used to construct effective instructional activities (items 8, 19, 20, 21, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 46 on the TPIR);
4) The extent to which the participants tended to become involved in curriculum and resource collection planning (items 38, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50 on the TPIR).

The structure of the TPICE is the same as the TPIR except that it refers to the teaching of Career Education. Differences in teaching practices can be, partially at least, attributed to the course. In the same sequence, the summer course participants were also asked to express their attitudes toward the statements on the TARI or TACE Questionnaires. Results from the three administrations of this form are to be compared to find out whether changes in attitude produced by the course tended to remain stable across time.

User Ratings of Learning Activities

One way to find out how effective the learning activities were is to ask those who actually participated in the activities how they liked them. The RCC Evaluation Component decided to tap this source of information by giving both the participants and the course coordinators the opportunity to express their opinions of the instructional materials, equipment, and procedures. Questionnaires developed by the RCC Evaluation Component allowed the site monitor and the participants to assess the technical and content quality of: (1) the 12 taped televised programs; (2) the live seminars; (3) the 12 audio review segments; (4) the laboratory exercises (12 separate sets of activities for reading and 6 separate sets of activities for career education); (5) the information retrieval systems; and (6) other instructional activities, such as the pre-program preparation, the homework, and the unit tests.

Evaluation of Television Programs

To gather information helpful in answering such questions about the television programs as "Was the program interesting?" and "Was the information in the program clearly presented?", the RCC Evaluation Component developed the Quality of TV Reception (QTVR), the Televised Lecture Questionnaire (TLQ), the Seminar Questionnaire (SQ), and the Instructor Feedback Questionnaire (IFQ). The participants were asked to express their opinion of technical and production features of the 12 pretaped and 4 live television programs by marking the point on a 5-point Likert Scale that best characterized their attitude toward the statements. Observers, such as the site coordinators or consulting faculty members, had the opportunity to express their opinions of the televised programs and seminars on the Observation Log (OL). (Copies of these instruments appear in the appendix.)

The Televised Lecture Questionnaire (TLQ) measured the attitudes of the participants toward the pretaped programs. The TLQ allowed the participants in each course to rate the effectiveness of the following features of the 12 televised programs:

1) The usefulness to the classroom teacher of the concepts and procedures presented during each of the programs (items 16, 26, 27 on the TLQ);
2) The clarity and coherence of the program (items 6, 7, 10, 12, 18 on TLQ);
3) The concreteness of the presentation (items 9, 11 on (TLQ);
4) The quality of the viewing conditions (items 1, 2, 3, 4, 24 on TLQ);

5) The effectiveness of the televised program as an instructional activity (items 5, 8 on TLQ);

6) The acceptability of the presentation (items 13, 14, 15, 19, 22, 23 on TLQ).

The Seminar Questionnaire (SQ) measured the attitudes of the participants toward the live seminars. The SQ allowed the participants in each course to rate the effectiveness of the features of the 4 live seminars:

1) The efficiency of the question-collection procedures (items 5, 6 on SQ);

2) The clarity and coherence of the different topics (items 8, 9, 17 on SQ);

3) The adequacy with which the issues were covered (items 2, 10, 16 on SQ);

4) The usefulness to the classroom teacher of the information conveyed during the discussion segments (items 3, 4, 19 on SQ);

5) The value of the film segments included in the seminar as supplements to the live discussion (items 1, 21 on SQ);

6) The value of the seminar as a learning activity (items 7, 11, 12, 13, 14, 15, 18, 20 on SQ).

Evaluation of Audio Review

The RCC Evaluation Component realized the need to collect information useful in answering such questions as "Did the audio review supplement ideas introduced during the televised lectures?", "Were lifelike problems posed?", and "Were the explanations clear?" For this reason the User Four Channel

Audio (UFCA) form was developed and appropriate items were inserted in the Instructor Feedback Questionnaire and the Observation Log to enable course participants and site monitors to express their opinions of the technical and presentation features of the 12 audio reviews. The review questions followed the televised program in the learning sequence of both the K-3 reading and the elementary career education courses.

The User Four Channel Audio form gathered information on the participant's attitudes toward:

1) The quality of sound (items 1, 2, 3 on UFCA);
2) The acceptability of the announcer's voice (items 10, 11 on UFCA);
3) The quality of the explanations (items 15, 16, 17 on UFCA);
4) The usefulness of the content covered for classroom teachers (items 12, 14 on UFCA):
5) The acceptability of the timing and the synchronization of the questions and answers (items 4, 5, 6, 7 on UFCA);
6) The acceptability of the audio review as an instructional activity (items 8, 9, 13 on UFCA).

Evaluation of Practice Exercises

Preceded by the televised program and the audio review, the laboratory activity is the third in-class activity in the learning sequence for each unit. Many questions about the practice activities arise, such as "Were the instructions given by the site monitor clear?" and "Were the materials used and the skills practiced in the laboratory actually useful

to a classroom teacher?" To collect the information necessary to answer these and other questions, the RCC Evaluation Component developed the Laboratory Activities Questionnaire and inserted appropriate items on the Instructor Feedback Questionnaire and the Observation Log.

The Laboratory Activities Questionnaire (LAQ) collected information on the attitudes of the participants toward:

1) The cohesiveness of the practice activities (items 1, 2, 13, 15, 16 on LAQ);
2) The efficiency with which the practice activities were administered (items 6, 7, 18, 19 on LAQ);
3) The timing of the laboratory activities (items 10, 11, 12, 14 on LAQ);
4) The value of the activities to the classroom teacher (items 4, 17, 19, 53 on LAQ);
5) The value of the laboratory as an instructional activity (items 8, 20, 21, 22, 55 on LAQ).

Evaluation of Supplementary Aids to Learning

In addition to the three in-class learning activities for each unit (the televised program, audio review and laboratory activities), the participants were asked to express their satisfaction with such supplementary learning aids as the on-site libraries, the retrieval systems, made available, the unit tests, and the homework activities.

To collect information on the opinions of the reading course participants about the Select-Ed and the Texas Computer Retrieval Systems, and to gather information on the opinions of the participants in the

career education course about the ERIC, AIM, ARM, RIE, CIJE and CBRU information-retrieval systems, the RCC Evaluation Component developed the Reading/Career-Education Information System User Satisfaction Questionnaire R/CEISUSQ). The participants were asked to mark the point on a 5-point Likert scale that best expressed their attitude toward statements about:

1) The training packages (items 1, 2 on R/CEISUSQ);
2) The individual request forms (items 3, 4 on R/CEISUSQ)/
3) The turn-around time for the system (items 5, 6 on R/CEISUSQ);
4) The appropriateness of the information received (items 7, 8 on R/CEISUSQ);
5) The completeness of the information received (items 11, 12, 13, 14 on R/CEISUSQ);
7) The usefulness of the information received (items 15, 16 on R/CEISUSQ).

To find out how at different points in the course both the administrators and the participants felt about the different instructional and evaluative procedures, the RCC Evaluation Component developed the Instructor Feedback Questionnaire (IFQ). This form was administered three times during the course. The participants were asked to rate on a 5-point Likert scale the amount of information they received from each of the instructional activities, using as their basis for comparison similar aspects of traditional graduate education courses:

1) The preprogram preparation compared to work usually assigned in other graduate classes (item 1 on the IFQ in the appendix);
2) The taped televised program compared to a graduate lecture (item 2);

3) The live seminar compared to other graduate seminars and class discussions (item 7);

4) The audio review compared to class quizzes followed by a discussion of the answers (item 3);

5) The practice activities compared to laboratory activities performed in other graduate education courses (item 4);

6) The follow-up homework activities compared to home-work assignments in other graduate courses (item 8);

7) The unit tests compared to teacher-made unit tests in other graduate courses (item 9);

8) The information-retrieval systems compared to supplementary materials instructors in other graduate courses locate to help specific individuals (item 6);

9) The on-site reference materials compared to materials placed on reserve by other graduate instructors (item 5).

Since it was likely that some participants would withdraw from the course, the RCC Evaluation Component prepared the Student Withdrawal Form to find out how drop-outs felt about the course. This form gathered information from former course participants on:

1) The benefits they received from the course during the time they were enrolled (item 1 on SWF in the appendix);

2) Their interest in taking similar courses (item 2 on SWF);

3) Their reason for withdrawing (item 3 on SWF);

4) Any suggestions they had for improving the course (item 4 on SWF).

Observer Rating of Learning Activities

Another source of information on the effectiveness of course materials and procedures are those observing and monitoring the activities of the course participants. To find out the opinions of the site coordinators and the consulting faculty members whenever they were present, the RCC Evaluation Component developed the Observation Log (OL). After each session the site coordinator was asked to record his opinion of:

1) The value to the classroom teacher of the information conveyed by the different learning activities;
2) The excellence of the presentation;
3) The acceptability of the activities to the participants;
4) The cohesiveness of each unit's instructional and evaluative activities.

On the Summary Report Form (SRF) the course administrators were asked to express their over-all satisfaction with the different instructional and evaluative activities. (Copies of all these attitudinal instruments appear in the appendix.)

Field Study on Additive Value of Learning Activities

The RCC Evaluation Component designed a three-group study to gather information helpful in answering such questions as "What is the additive impact of the different instructional activities in each unit?" and "What would be the effect of deleting one or more of the instructional activities in the learning sequence?"

The three-group study was run on 2 of the 12 units in each of the summer courses. For each experiment the participants at each site were randomly assigned to the three groups. The three groups received varying portions of the instructional sequence before they took the unit test. Group 1 took the unit test after they had seen the televised program; group 2, after they had seen the televised program and participated in the audio review; group 3, after they had seen the televised program, participated in the audio review, and performed the laboratory activities. By comparing the performance of the groups, it will be possible to assess the additive impact of the activities in the learning sequence.

Documentation Reports

Technical Factors

Before any evaluation of the effectiveness of the instructional materials is possible, it is necessary to know how much of the learning sequence the participants at each site actually received. This is especially true in a course where the amount of instruction the participants received was highly dependent on good television reception.

For this reason, not only were there a few technical items on each of the learning activities questionnaires, but also there was a separate Quality of TV Reception Questionnaire (QRVR) which a few users were asked to fill out after each live seminar or pretaped televised program. On the QTVR they expressed their opinions about:

1) The quality of the audio reception (items 1, 2, 3, 4, 5 on QTVR);

2) The quality of the video reception (items 6, 7, 8, 10, 11 on QTVR);

3) The synchronization of the audio and the video (items 9, 12 on QTVR).

An uncomfortable learning environment can also interfere with learning. To find out something about the quality of the learning facilities, the site coordinators were asked at the beginning of the course to record on the Learning Facilities Description (LFD):

1) The suitability of the TV equipment (items 1, 2, 5 on LFD in the appendix);

2) The maximum and minimum viewing distances from the television set (items 4, 14, 15, 16, 17 on LFD);

3) The adequacy of the seating arrangement (items 3, 4, 6, 7 on LFD);

4) The adequacy of the classrooms (items 12, 13 on LFD);

5) The adequacy of the physical accommodations (items 8, 9, 10, 11 on LFD).

If particular conditions, such as the shape of the seating arrangement, correlate highly with poor achievement, these conditions should be avoided in the future courses.

Much of the course instruction is delivered by means of a satellite telecommunications system. For instance, the pretaped programs are relayed from the earth transmission station in Rosman, N.C, to ATS-6 that sends the signals on to the sites. Malfunctions in equipment at the earth station, on the satellite or at the ground stations mar the quality of the transmission. Moreover, technical problems at the telephone company

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can seriously affect the quality of the live, interactive seminar, since the seminar broadcast is carried over telephone lines from the studio in Lexington, Kentucky, to the uplink at Rosman.

To identify where equipment malfunctions occur and record the efficiency of the repair procedures, the RCC Evaluation Component developed the Equipment Trouble Log (ETL). On this form the site coordinator identified:

1) The equipment that broke down;
2) The company and person contacted to repair the equipment;
3) The problem that reportedly caused the breakdown;
4) The length of the time required to complete each step in the repair process.

The frequency with which various kinds of equipment broke down can provide an index to equipment reliability. Categorizing the causes for these malfunctions can identify aspects of the equipment that may need to be redesigned. Comparing the average time required to fix each kind of repair can provide an index to the efficiency of the service procedures.

Demographic Factors

To find out what the participants and administrators in the course were like and what effect, if any, demographic characteristics had on the effectiveness of the materials, the RCC Evaluation Component developed background questionnaires on which site coordinators and participants identified some of their characteristics. On the Confidential Background Questionnaire (CBQ) the participant gave his:

1) Sex and age;

2) Type of community were he worked;

3) Scores on national tests;

4) Number of years of general course-related teaching experience;

5) Graduate and undergraduate grade point average;

6) Formal education status;

7) Number of graduate and undergraduate education courses in the course area;

8) Type and location of current employment.

With this information, the participants can be divided into groups on the basis of one or more factors (sex, age, standardized test scores, teaching experience, number of courses in the subject). If particular background variables explain the variance among the participants on the pre-posttest, it may be possible to identify which type of person benefits most from the course. (See the appendix for the background questionnaires for course participants, site coordinators, and consulting faculty.)

Performance can also be greatly affected by absenteeism, since, if a participant is not there to receive instruction, it obviously makes no difference how good or bad the instruction is. Therefore, to calculate accurately the effectiveness of the instruction, it was necessary to assess the effect of this variable. To make possible the keeping of accurate attendance records, the RCC Evaluation Component devised the Attendance Record Form.

IMPLEMENTATION OF EVALUATION STRATEGIES

The RCC Evaluation Component developed instrument distribution, administration, and collection procedures that required as little of the site coordinator's time as possible. This was necessary, since the site coordinators spent most of their time monitoring instructional and technical procedures. The effort to simplify the evaluation role of the site monitor, while still collecting the data necessary to answer fundamental questions about unit and course effectiveness, led to the development of the individual evaluation materials packets, the instrument collection box, and the site coordinator's manual.

The individualized evaluation materials packets were the means whereby the evaluation materials for each session were preordered, predistributed, and prelabeled. As the participants came into class, they picked up the packet identified with their student number. Inside they found the evaluation forms and matching answer sheets that they would need during the day. All the site coordinator had to do was tell the participants when to fill out a form; he did not have to decide who should get which forms or take time to pass out the forms and answer sheets.

The premetered, preaddressed instrument collection box was the means selected to collect and package the evaluation materials that were to be mailed back to the RCC. As the participants completed an evaluation form, they placed, in the box designated for that purpose, the answer sheet and sometimes the instrument itself if answers were written directly on the form. All the site coordinator had to do was place the box, prior to the

class, at a standard location. Once all the evaluation materials for the day were placed in the box he had only to seal it and drop it in the mailbox.

One of the objectives of the Appalachian Education Satellite Project is to determine whether graduate-level courses can be conducted without on-site content professors. Since site coordinators were not subject matter experts or trained evaluators, the RCC Evaluation Component provided them with detailed instructions for carrying out instructional and evaluative procedures. These instructions were contained in the "Site Coordinator's Procedures Manual". The daily schedules in this manual, prepared by the RCC Evaluation Component, specified the tasks that the site monitors needed to perform during each session. Time sequencing the task descriptions provided the site monitors with an easy checklist to refer to during each class.

In order to study relationships among the variables included in the design and make pre-posttest comparisons, the RCC Evaluation Component devised the student number system that linked together responses made by the same individual. Using student numbers rather than the real names of the participants protected the participants from invasion into their privacy and allowed them to report their true perceptions of the course with some assurance of anonymity. These numbers will be changed on the final data tape before it is released to other researchers, making it virtually impossible ever to associate specific responses with a particular individual.

The procedure for assigning student numbers was fairly simple. The first two digits in the student number identified where the student was taking the course. The first digit indicated the RESA triangles in which the site was located; the second digit named the site. RESA triangles are made up of 3 geographically close sites. Since there were 15 sites, there were 5 RESA triangles.

TABLE 1

CLASSROOM SITES

Triangle	Main Sites	Ancillary Sites
1. New York - Pennsylvania	*Fredonia, N.Y.	Olean, N.Y. Edinboro, Pa.
2. Tennessee	*LaFollette, Tenn.	*Coalfield, Tenn. Johnson City, Tenn.
3. Virginia - North Carolina	*Norton, Va.	Sticklyville, Va. *Boone, N.C.
4. Maryland - West Virginia	*Cumberland, Md.	Keyser, W.Va. McHenry, Md.
5. Alabama	*Huntsville, Ala.	Guntersville, Ala. Rainsville, Ala.

*Site equipped with four-channel audio encoder-recorder.

At seven sites there was an encoder-recorder that electrically recorded the responses the participants selected as answers to the audio review questions. Since the same student had to use the same response pad, so that the encoder could identify the student, it was necessary to assign permanent seats. The four-channel audio equipment diagram was

designed by the RCC Evaluation Component to standardize the position of each response unit. (See appendix for a copy of the layout diagram.) This made it possible to use the two numbers on the four-channel audio response pad at the participant's permanent seat as the last two numbers in his unique student number.

Evaluation materials packets were made up for each student number. The student number appeared on every evaluation answer sheet in the packet. To correct for errors that might be made in preparing the packets, the site monitor was asked to remind the participants that they were to check each answer sheet to make sure their correct student number was on it. Should anyone ever forget this student number, a copy of the seating chart with everyone's number on it was posted. (See appendix for a copy of the seating chart.)

To reduce the amount of time each participant spent filling out evaluation forms, the forms were randomly divided among the participants in such a way that only part of the participants filled out each form. In Table 2 are listed the number of times each evaluation form was filled out and the maximum number that filled out the form each time.

TABLE 2

EVALUATION ADMINISTRATION FREQUENCY CHART FOR
AESP SUMMER COURSES IN READING AND CAREER EDUCATION

Instrument	Frequency of Administration	Number Participating Per Site
Audio Review	12	20
Televised Lecture Questionnaire	12	9
User Four Channel Audio	12	8
Quality of TV Reception	16	3
Laboratory Activities Questionnaire	12 (6 in CE)	10 (20 in CE)
Seminar Questionnaire	4	17
Teacher Attitudes Toward R/CE	2	20
Unit Tests	12 (11 in CE)	20
Pre-Posttest	2	20
Confidential Background Questionnaire	1	20
Teaching Practices Inventory: R/CE	1	20
R/CE Information System User Satisfaction	1	20
Student Withdrawal Form	0-1	Unknown
Site Monitor Questionnaire	1	1
Consulting Faculty Questionnaire	1	1
Observation Log	7 (8 in CE)	1
Equipment Trouble Log	7 (8 in CE)	1
Learning Facilities Description	1	1

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ANALYSIS OF THE DATA

The different evaluation strategies made possible the collection of data necessary to answer basic questions about course effectiveness. However, to find out what the raw data means, it is necessary to perform various analyses. Future technical reports, produced by the RCC Evaluation Component, will present the results of these analyses of the data.

Pre-Posttest Analysis Procedure

A repeated measures analysis of variance is to be performed on the data from the pre- and posttests. In the analysis of variance design for the summer courses, the five RESA triangles constitute the five levels of one factor, and the occasions, pre-vs. post-course, constitute the two levels of a second factor. Assuming that the participants are more homogeneous within RESA triangles than among RESA triangles, RESA triangle is included as a blocking variable when making pre-posttest comparisons. Since there are three receiving stations in each RESA triangle, site-within-triangle becomes a third factor in the design. Figure 1 depicts the three factor, nested design for the single and cumulative instruction units.

The basic design can be used for the total course and unit pre- and posttests administered during the course. The test questions grouped by objective and unit provide another set of subtest scores. A multivariance analysis of variance is appropriate for such cases. Since the participants responded to the same item on two testing occasions, there

	B_1			B_2			B_3			B_4			B_5		
	C_1	C_2	C_3	C_4	C_5	C_6	C_7	C_8	C_9	C_{10}	C_{11}	C_{12}	C_{13}	C_{14}	C_{15}
a_1															
a_2															

Factor A = Occasions (pre and post course)

Factor B = RESA Triangle

Factor C = Site-within-triangle

Fig. 1. Design for the evaluation of units and the total course.

is a pretest and a posttest score for each subtest. The gain scores for unit test scores make it possible to estimate the effect of the instructional materials in each unit.

To incorporate the repeated measures factor (pretest vs. posttest), the pre- and posttest scores are replaced in the analysis with the mean and the difference between the two scores. There are 2p variables where p test scores are involved (p means and p differences) included in the nested two-way, multivariate analysis of variance design. The cell mean model for such a design is

$$\underset{15x2p}{Y.} = \underset{15x15}{K}\ \underset{15x2p}{\Theta} + \underset{15x2p}{E.},$$

where Y. is the matrix of cell means for the 2p variables, K is the reparameterized design matrix, Θ is the matrix of contrasts, and E. is the residual matrix.

Least-squares estimates of the contrasts are obtained using the procedures specified by Bock (1963). These procedures are appropriate for non-orthogonal designs which result from unequal cell sizes.

The data analysis is carried out using the Finn (1968) "Multivariance" computer program. Multivariate tests of the hypotheses for the design are performed with the likelihood ratio statistic. This statistic, if transformed to an F statistic, is referred to as a multivariate F. Table 3 presents symbolically the multivariate testing of the hypotheses of interest in the design.

TABLE 3

ANALYSIS OF VARIANCE

Source	df	Multivariate
Between Subjects		
RESA Triangle	4	F_T
Sites Within Triangles	10	$F_{S\|T}$
Error Between Subjects	n_e	
Within Subjects		
Gain (Pre vs. Post)	1	F_G
Gain x Triangle	4	F_{GT}
Gain x Site within Triangle	10	$F_{GS\|T}$
Error within Subjects	n_{e*}	
TOTAL	N	

F_T is a statistic for testing the hypothesis that performance on all subtests is the same for all RESA triangles. $F_{S|T}$ is a statistic for testing the hypothesis that performance on all subtests is the same for all sites with triangles. F_G is a statistic for testing the hypothesis that for all subtests there is no gain from pretest to posttest. F_{GT} is a statistic for testing the hypothesis that there is no interaction of gain and triangle; that is, that the amount of gain does not vary as a function of RESA triangle. $F_{GS|T}$ is a statistic for testing the hypothesis

that there is no interaction of gain and site-within triangle. For any of the multivariate F's that is significant, inspection of the univariate and step-down F statistics for the subtests is made. This is necessary in order to determine the nature of the pre-post gain on the various subtests. These responses made by the participants on the pre-post tests of achievement can also be used to improve the test items during a revision cycle.

Three-Group Study Analysis Procedures

The three-group field studies were conducted to determine the effect of different learning activities. The three basic activities (video, audio review, and lab activities) constitute the three levels of the independent variable. The analysis of variance model for the three group study is

$\bar{Y}_{1}. = \mu + \alpha + e_{1}$ for the video-only group

$\bar{Y}_{2}. = \mu + \alpha + \beta + e_{2}$ for the video and audio review group

$\bar{Y}_{3}. = \mu + \alpha + \beta + \gamma + e_{3}$ for the video, audio review, and the lab activities group.

$\bar{Y}_{j}.$ is the posttest mean of the j-th group, μ is the pretest mean of all groups, α is the increment in achievement due to the televised lecture, β is the increment in achievement due to the audio review, and γ is the increment in achievement due to the laboratory activities.

Actually, for the purpose of determining the size of the gains in achievement, the parameter μ can be ignored, since the posttest-minus-pretest difference scores are used. The models for the mean difference scores are

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$$\bar{d}_1. = \alpha + e_1.$$
$$\bar{d}_2. = \alpha + \beta + e_2.$$
$$\bar{d}_3. = \alpha + \beta + \gamma + e_3.$$

where $\bar{d}_j.$ is the post-minus-pretest difference in the means for group j.

The matrix model used in the analysis of the three-group study is

$$\begin{bmatrix} \bar{d}_1. \\ \bar{d}_2. \\ \bar{d}_3. \end{bmatrix} = \begin{bmatrix} 1 & 0 & 0 \\ 1 & 1 & 0 \\ 1 & 1 & 1 \end{bmatrix} \begin{bmatrix} \alpha \\ \beta \\ \gamma \end{bmatrix} + \begin{bmatrix} e_1. \\ e_2. \\ e_3. \end{bmatrix}$$

In Table 4 the analysis of variance table for the three-group study is depicted.

TABLE 4

AOV FOR THREE-GROUP EXPERIMENT

Source	SS	df	MS	F
α	SS_α	1	MS_α	F_α
$\beta\|\alpha$	$SS_{\beta\|\alpha}$	1	$MS_{\beta\|\alpha}$	$F_{\beta\|\alpha}$
$\gamma\|\alpha\beta$	$SS_{\gamma\|\alpha\beta}$	1	$MS_{\gamma\|\alpha\beta}$	$F_{\gamma\|\alpha\beta}$
Error	SS_e	N-3	MS_e	
Total	SS_T	N		

The null hypothesis that there is no gain in achievement due to viewing the televised lecture, $H_0 : \alpha = 0$, is tested with F_α. The null hypothesis that there is no gain in achievement due to the addition of

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the audio review to the televised lecture, $H_0 : \beta = 0$, is tested with $F_{\beta|\alpha}$. The null hypothesis that there is no gain in achievement due to addition of the laboratory activities, $H_0 : \gamma = 0$, is tested with $F_{\gamma|\alpha\beta}$. The additive value of the three instructional activities in the learning sequence is evaluated by looking at the parameter estimates and performing the above hypothesis test.

Analysis Procedures for Attitudinal Instruments

All of the attitudinal instruments are analyzed by a similar four-step procedure. Step 1 involves computing individual item-means and frequency distributions across sites. Step 2 requires the performing of factor analyses to see whether the actual and hypothesized factor structure are similar. Step 3 involves developing scoring procedures for each factor, so that individual scale scores can be computed. Step 4 for the pre-post attitude questionnaire requires the comparing of pre-post-scale scores to estimate the change that took place on attitude variables. For the instruments measuring the attitudes of the participants toward the learning activities, Step 4 involves comparing scaled items across units. In this way, strong and weak points are identified within each instructional activity and each unit. Total scores for each instructional activity are derived by adding up all the scaled values that measure the features of one instructional activity. With these scale scores for the instructional activities in each unit, it is possible to compare the different instructional activities in terms of their perceived value.

CONCLUSION

The evaluation procedures described in this report were implemented in the AESP courses administered during the summer of 1974. The results, to be described in subsequent technical reports, will be presented in such a way that each technical report provides empirical data helpful in answering one or more of the following questions.

1) How much did the participants learn?
2) To what extent were the participants persuaded to adopt a more positive attitude toward the course objectives?
3) How well did the participants like the course and the different learning activities?
4) How well did the equipment used to transmit instruction and information work?
5) What were those taking and administering the course like?
6) What is the relative effectiveness of all the activities in the learning sequence?

The information in these reports should enable future producers of course materials to develop and deliver more effective multi-media courses.

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ITEM A

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

TEACHER ATTITUDES TOWARD READING INSTRUCTION (TARI)

Instructions

Mark all answers on the separate answer sheet -- do not write on the test itself. In the blank after the word "School" at the top of the answer sheet write the name of the course you are taking. In the blank after the word "Test" write the abbreviated name of the test. In the section labeled "Student Number" located in the lower right-hand corner of the answer sheet, write your 4-digit student number in the first four boxes. Place a heavy horizontal line in the appropriate space in the column under each digit of your student number.

Indicate your answers to the items by placing a heavy vertical line in the column beside the appropriate item number on the separate answer sheet. Be sure the item number on the answer sheet matches the item number on the test.

Mark: 5) if you strongly agree with the statement

4) if you moderately agree

3) if you feel neutral

2) if you moderately disagree

1) if you strongly disagree

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. Be sure your mark fills the entire block of the response you wish to make. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

1. Kindergarten teachers do not have to worry about teaching students to understand stories.

2. The reason for most student reading problems is inadequate instruction.

3. If a class is large, there's no way to work with individuals.

4. A third-grade teacher only needs third-grade instructional materials.

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5. Kindergarten teachers should help children develop reading readiness skills.

6. A student is a good reader if he can read every word correctly.

7. Not using every page in the workbook is wasteful.

8. Students should not be corrected when they make oral reading errors.

9. Time spent diagnosing could be better spent instructing.

10. If you don't have enough books for all your students, you cannot effectively use a set of materials.

11. Diagnosing student reading problems is the responsibility of the teacher, rather than the school administration.

12. Scores on standardized tests provide adequate information for instruction.

13. It is worse to be 6 months behind in first grade than it is to be 6 months behind in third grade.

14. Informal tests are better than standardized tests for placing students at appropriate instructional levels.

15. Teaching students to understand what they read is more important than to sound out the words.

16. Prescriptive instruction is the best way to teach reading.

17. There's nothing a teacher can do to develop reading readiness in students.

18. It is more important that a student understands what he reads than that he reads without making miscues.

19. Diagnosing word-recognition weaknesses is more trouble than it's worth.

20. Information systems linking diagnosis and instruction are effective ways to plan instructional activities.

21. Vocabulary should be taught through real life experiences.

22. A child is either ready to learn to read, or he isn't.

23. Grouping children on the basis of common skill needs is better than grouping them on the basis of instructional level.

24. Students in your class should all read the same thing, so no one feels bad.

25. An analysis of oral reading miscues is more trouble than it's worth.

26. Reading should be integrated with all other classroom activities.

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27. Achievement tests are good diagnostic instruments.

28. Reading instructions should focus more on reconstructing meaning from the written page than pronouncing words.

29. Low socio-economic level and physical hindrances account for most reading problems.

30. If teachers would follow basal reader procedures with every student, more students would learn to read.

31. The quality of instruction in lower reading groups should compensate for what you say to a student when you put him in the lower group.

32. To compensate for poor teaching methods, teachers often spend too much time teaching reading.

33. One responsibility of the primary reading teacher is to expose students to different kinds of experiences.

34. Teachers only need to diagnose student needs in the fall of the year.

35. The emphasis given phonics changes according to student needs.

36. It is more important to teach students the meaning of new words than to teach them new uses for words already in their vocabulary.

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ITEM B

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

TEACHER ATTITUDES TOWARD CAREER EDUCATION (TACE)

Instructions

Mark all answers on the separate answer sheet -- do not write on the test itself. In the blank after the word "Test" at the top of the answer sheet write the abbreviated name of the test. In the section "Student Number" in the lower right-hand corner write your 4-digit student number in the first four boxes. Place a heavy horizontal line in the appropriate space in the column under each digit of your student number.

Indicate your answers to the items by placing a heavy vertical line in the column beside the appropriate item number on the separate answer sheet. Be sure the item number on the answer sheet matches the item number on the test.

Mark: 5) if you strongly agree with the statement

4) if you moderately agree

3) if you feel neutral

2) if you moderately disagree

1) if you strongly disagree

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. Be sure your mark fills the entire block of the response you wish to make. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

1. The school program should include career development.
2. Career education should be a continuous, life-long process.
3. Information about careers should be integrated with school curriculum.
4. The community is an excellent resource to use in a career education program.
5. I am willing to take the time to find community resources for a career education program.

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6. Teaching plans should be organized around what people do in their occupations.

7. I consider what people do in their occupations when I organize my teaching plans.

8. A commitment from the school administration is necessary for a successful career education program.

9. Schools have the responsibility to help students develop career objectives.

10. Students should have experience in the world of work before leaving school.

11. The school curriculum should be related to the career goals of the student.

12. Parents should be aware of career education experiences occurring in the school system.

13. Helping children develop occupational awareness should be emphasized from kindergarten through grade six.

14. Children in elementary school are too young to start thinking about career possibilities.

15. The school guidance personnel should have responsibility for career education.

16. The classroom teacher should be responsible for career education.

17. Career education is just another fad that will soon be forgotten.

18. Career education will help students make realistic career choices.

19. Students should be permitted to miss regular classes in order to go on field trips.

20. It is important for children to be taught a work ethic.

21. I feel that career education should be included in the curriculum experiences of each child.

22. A commitment from the classroom teacher is needed for a successful career education program.

23. I am aware of what my colleagues are doing in the area of career education.

24. I help my students develop occupational awareness through the use of film strips, field trips, and speakers.

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25. I have discussed at length career education procedures with my colleagues.

26. Subject matter lesson plans should include career information.

27. I consider job awareness when devising my lesson plans.

28. An elementary teacher should know the community employment needs.

29. Enough emphasis is already placed on career education in the schools.

30. Career education in the elementary school is futile since a person will change his mind several times before picking a lifetime career.

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ITEM C

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

TEACHING PRACTICES INVENTORY: READING (TPRI)

Student Number _____

The questions below concern what you did last year (1973-74 school year). Please answer questions to the best of your ability. No good or bad evaluation of your activities will be made. It is important that the Evaluation Staff of AESP learns how you approached the teaching of Reading last year, so that next year, after you have completed the course, we can see what changes have taken place in your teaching methods.

If you are a counselor or principal attempt to answer all questions. However feel free to leave blank any that could not apply to your activities last year.

Please turn in the completed survey to the site monitor at the next class meeting. This is simply the easiest way for the Evaluation Section to receive your comments.

Do not write your name on this inventory. At the first meeting you will be told your student number. Please write that number in the space above.

1. Last year (1973-74) how did you organize your reading instruction? Select one from the following

   ( ) all children read the same materials at the same time
   ( ) all children read the same materials at their own rates
   ( ) children were allowed to select their own reading materials from the library, reading kits, or texts
   ( ) children were assigned reading materials based on skill weaknesses

2. Did your students work in groups in class where everybody in a group was on about the same reading level? Yes ___ No ___

3. Did your students work in groups based on common skill weaknesses? Yes ___ No ___

4. Were students assigned to a different teacher according to their reading levels (i.e. you had all the children on one level, and another teacher had the children on another)? Yes ___ No ___

5. Did you work individually with every student to plan their reading programs? Yes ___ No ___

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6. How would you categorize the approach to reading you used?

( ) phonics
( ) patterning
( ) language experience
( ) basal reader
( ) prescriptive instruction
( ) other (list) _____

_____

7. Which approach do you use to teach first graders reading?

( ) teach phonics
( ) teach some basic sight words
( ) read stories and use pictures to stimulate interest
( ) give a reading readiness test and proceed according to the students scores
( ) other (list) _____

_____

8. In order to supplement your reading lesson what did you use? (check those that apply)

( ) basal series
( ) library books
( ) linguistic kits and materials
( ) workbooks
( ) tape recorders, phonographs and other audio-visual equipment
( ) retrieval systems
( ) other (list) _____

_____

9. Last year did you ever analyze your student's oral reading miscues? Yes ___ No ___

10. Which one of the following describes the purpose for which you used Oral Reading Miscue Analysis with your class?

( ) to determine reading levels, reading interests, and word-recognition skills
( ) to see how well students read in relation to other students
( ) to determine if students were deficient in specific reading skills
( ) to discover each child's reading strategies

11. Did you use any Standardized Reading Tests last year? Yes ___ No ___

If so, please list the names of those tests.

_____

_____

_____

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12. Which one of the following best describes the purpose for which you used Standardized Reading Tests with your students?

( ) to determine reading levels, reading interests, and word-recognition skills
( ) to see how well students read in relation to other students
( ) to determine if students were deficient in specific reading skills
( ) to discover each child's reading strategies

13. Did you use Informal Reading Tests with your students last year? Yes ___ No ___

14. Which one of the following best describes the purpose for which you used Informal Reading Tests with your students?

( ) to determine reading level, reading interests, and word-recognition skills
( ) to see how well students read in relation to other students
( ) to determine if students were deficient in specific reading skills
( ) to discover each child's reading strategies

15. Did you use any Reading Skills Tests in your class last year? Yes ___ No ___

16. Which one of the following best describes the purpose for which you used Reading Skills Tests with your students?

( ) to determine reading level, reading interests, and word-recognition skills
( ) to see how well students read in relation to other students
( ) to determine if students were deficient in specific reading skills
( ) to discover each child's reading strategies

17. Did you find standardized tests useful to your teaching procedure? Yes ___ No ___

18. Have you taught in (select as many as apply)

( ) team teaching situations
( ) open concept classrooms
( ) traditional classrooms
( ) resource center
( ) individual instruction situations
( ) homogeneous classrooms
( ) none of the above
( ) other (list) _____

_____

19. During classroom work periods the noise level in your room was

( ) completely quiet
( ) whisper noise caused by students working together
( ) fairly high amount of noise caused by enthusiasm and group involvement
( ) fairly high since many of the students were not interested in learning

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20. Were parents very involved in your school programs last year? Yes ___ No ___

21. Students in your school, on the whole

( ) were interested and enthusiastic about school
( ) were mildly interested
( ) did not appear interested, but did their school work
( ) seemed to be only passing time of day
( ) disliked school

22. Did you carefully define what you expected from your students and write down those expectations in the form of objectives? Yes ___ No ___

23. The teaching strategies you used most were (check as many as apply)

( ) teaching small groups
( ) teaching large groups
( ) teaching an individual
( ) using a lesson plan developed by someone else
( ) developing your own lesson plan

24. Did you encourage students to help each other in the classroom? Yes ___ No ___

25. Did you have students tutor other students? Yes ___ No ___

26. In working with small groups which technique did you use most?

( ) lecturing
( ) serving as a resource person
( ) do both about equally
( ) other (list) _____

_____

27. What were the majority of your lessons based on?

( ) a state prepared lesson plan
( ) a system-wide lesson plan
( ) a commercially developed lesson plan
( ) a school-wide lesson plan
( ) a lesson plan developed by yourself

28. Did you have a budget for classroom supplies and materials? Yes ___ No ___

29. Did you order supplies and materials for your class? Yes ___ No ___

30. Are you of the opinion that your school had satisfactory supplies, equipment and materials? Yes ___ No ___

31. Did your classroom equipment include

( ) a television
( ) tape recorder
( ) phonograph
( ) over-head projector
( ) none of the above

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32. In which of the following areas did you feel that your school needed additional staff members?

( ) administrative
( ) supervisory
( ) counseling and guidance
( ) classroom teachers
( ) clerical - teachers aids
( ) other (list) _____

_____

33. About how many books did your school have in its library?

( ) less than 300
( ) 301 - 1000
( ) 1001 - 2000
( ) 2001 - 3000
( ) 3001 - 5000
( ) over 5000

34. Did the guidance counselor supply you with materials which helped to strengthen your instructional program? Yes ___ No ___

35. Did the State Department of Instruction have available materials which you found useful? Yes ___ No ___

36. Are you familiar with the ERIC microfiche system? Yes ___ No ___

37. Do you know the location of an ERIC Reader in your vicinity? Yes ___ No ___

38. Have you had any input into the curriculum which you teach? Yes ___ No ___

39. Did your principal or supervisors encourage you to experiment with different instructional styles or techniques? Yes ___ No ___

40. Did students have any input to your curriculum development? Yes ___ No ___

41. Did you take part in curriculum development committees? Yes ___ No ___

42. When faced with an instruction problem, what did you do? (check as many as apply)

( ) sought the help of guidance counselor
( ) sought the help of fellow teacher
( ) sought the help of principal
( ) sought the help of area supervisor
( ) solved the problem by yourself

43. Did you see a need for a revision of your curriculum in your school system but were not able to help in its revision? Yes ___ No ___

44. Did you see a need for a revision of your curriculum in your school system and were able to help in its revision? Yes ___ No ___

45. Did you see a need for a curriculum revision in your school system? Yes ___ No ___

46. Did you feel that you had a sufficient amount of time during the day to prepare your lessons? Yes ___ No ___

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47. Through which of the following activities did you share your teaching ideas with your fellow teachers?

( ) informal discussions
( ) as a leader of an in-service teacher training program
( ) as a participant in an in-service teacher training program
( ) as a coordinator of a curriculum development project
( ) as a participant in a curriculum development project
( ) other (list) _____

_____

48. If you checked one or more activities in item 47, check below the area or areas towards which those activities were aimed.

( ) Career Education
( ) Reading
( ) Mathematics
( ) Language Skills
( ) Social Studies
( ) other (list) _____

_____

49. Were there factors that inhibited you from carrying out some project or curriculum revision? If so, check as many below as apply.

( ) lack of self-confidence
( ) lack of knowledge and skills
( ) lack of administrative support
( ) lack of money
( ) lack of resources
( ) lack of fellow teacher support
( ) lack of time
( ) other (list) _____

_____

50. Were there factors that encouraged you to initiate and carry through a project or curriculum revision? If so, check as many below as apply.

( ) confidence in self
( ) sufficient knowledge and skills
( ) adequate administrative support
( ) adequate money
( ) adequate resources
( ) adequate fellow teacher support
( ) sufficient time
( ) other (list) _____

_____

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ITEM D

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

TEACHING PRACTICES INVENTORY: CAREER EDUCATION (TPIC)

Student Number _____

The questions below concern what you did last year (1973-74 school year). Please answer questions to the best of your ability. No good or bad evaluation of your activities will be made. It is important that the Evaluation Staff of AESP learns how you approached the teaching of Career Education last year, so that next year, after you have completed the course, we can see what changes have taken place in your teaching methods.

If you are a counselor or principal attempt to answer all questions. However feel free to leave blank any that could not apply to your activities last year.

Please turn in the completed survey to the site monitor at the next class meeting. This is simply the easiest way for the Evaluation Section to receive your comments.

Do not write your name on this inventory. At the first meeting you will be told your student number. Please write that number in the space above.

With regard to last year (1973-74 school year)

1. Was there a functioning Career Education program in your school? Yes ___ No ___

2. Was there a Career Education program in your school and your class was involved in the program? Yes ___ No ___

3. Was time taken in your class to do Career Education activities? Yes ___ No ___

4. No time was taken in classroom for specific Career Education activities, however Career Education was incorporated with other parts of curriculum. Yes ___ No ___

5. The person(s) who had the most responsibility in devising a Career Education program in your school was

( ) guidance counselor
( ) teachers
( ) principal
( ) all the above
( ) none of the above

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6. Did your school principal discuss Career Education programs with you? Yes ___ No ___

7. Which of the following techniques did you use last year? (check as many as apply)

( ) explain to students that each person sees a job differently
( ) have students pick an occupation and tell what it means and then compare answers
( ) use community employees as speakers
( ) introduce various types of jobs to students
( ) ask students what they would like to do when they grow up
( ) ask students what their fathers do for a living
( ) help students to see themselves as worthwhile individuals
( ) role playing of various jobs
( ) outside speakers explaining their jobs
( ) have children's parents serve as resources for information about careers
( ) have students make a chart of your community needs and the occupations that fulfill those needs
( ) have students write essays on what life would be like without certain jobs
( ) have students list all jobs they can think of
( ) explain educational requirements of jobs
( ) have students explore the types of educational skills needed for jobs in which they are interested
( ) explain what jobs use the educational skills you are teaching
( ) have students use educational skills in simulated jobs
( ) others (list) _____
_____
_____
_____

8. Did you find the concept that individuals differ in their interests, abilities, and values was important to Career Education? Yes ___ No ___

9. Did you find that hobbies were a good source of Career Education information? Yes ___ No ___

10. Did you feel comfortable doing Career Education projects in the classroom? Yes ___ No ___

11. The best outside sources for Career Education materials are? (please rank 1-best to 5-worst)

( ) books and pamphlets
( ) Career Education kits
( ) films and filmstrips
( ) records and tapes
( ) other(s) (list) _____
_____

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12. In order to gain information about Career Education which of the following did you rely on? (check all that apply)

( ) regional Career Education center
( ) school system Career Education center
( ) school Career Education center
( ) guidance counselor
( ) school principal
( ) local industries
( ) local library
( ) professional books and journals
( ) college library
( ) college professors
( ) retrieval system
( ) other (list) _____

_____

13. Did you use movies and filmstrips concerning Career Education in your classroom? Yes ___ No ___

14. Do you know where to obtain movies and filmstrips concerning Career Education? Yes ___ No ___

15. It appeared that the student's parents wanted Career Education taught in this community. Yes ___ No ___

16. Did your school system have inservice sessions concerning Career Education techniques? Yes ___ No ___

17. Did you find standardized tests useful to your teaching procedure? Yes ___ No ___

18. Have you taught in (select as many as apply)

( ) team teaching situations
( ) open concept classrooms
( ) traditional classrooms
( ) resource center
( ) individual instruction situations
( ) homogeneous classrooms
( ) none of the above
( ) other (list) _____

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31. Did your classroom equipment include

( ) a television
( ) tape recorder
( ) phonograph
( ) over-head projector
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( ) supervisory
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( ) classroom teachers
( ) clerical - teachers aids
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_____

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41. Did you take part in curriculum development committees? Yes ___ No ___

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( ) sought the help of fellow teacher
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45. Did you see a need for a curriculum revision in your school system? Yes ___ No ___

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( ) as a participant in an in-service teacher training program
( ) as a coordinator of a curriculum development project
( ) as a participant in a curriculum development project
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_____

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( ) Career Education
( ) Reading
( ) Mathematics
( ) Language Skills
( ) Social Studies
( ) other (list) _____

_____

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( ) lack of knowledge and skills
( ) lack of administrative support
( ) lack of money
( ) lack of resources
( ) lack of fellow teacher support
( ) lack of time
( ) other (list) _____

_____

50. Were there factors that encouraged you to initiate and carry through a project or curriculum revision? If so, check as many below as apply.

( ) confidence in self
( ) sufficient knowledge and skills
( ) adequate administrative support
( ) adequate money
( ) adequate resources
( ) adequate fellow teacher support
( ) sufficient time
( ) other (list) _____

_____

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ITEM E

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

TELEVISED LECTURE QUESTIONNAIRE (TLQ)

Instructions

Check to make sure your student number appears in the first four boxes in the section labeled "Student Number" in the lower right-hand corner of the separate answer sheet. If it does not, make sure you have the packet labeled with your student number. If you have the right packet, then erase the incorrect number and write in your correct student number. You also need to erase the incorrect boxes under the number and mark in the right boxes.

Check to make sure the letters after the word "Test" are the same as the abbreviated name of the form you are using. This abbreviation is found in the parentheses immediately following the instrument name.

If they do not match, check through your packet to see if the answer sheets for this form are in the packet. If the proper matching answer sheet is not there, cross out the wrong name (do not erase) and write in the correct abbreviated name. If it is crossed out, we know to change the coding.

Mark all answers on the separate answer sheet. Indicate your answers by placing a heavy vertical line in the column beside the appropriate item number on the separate answer sheet. Be sure the item number on the answer sheet matches the item number on the test.

Mark: 5) if you strongly agree with the statement

4) if you moderately agree

3) if you feel neutral

2) if you moderately disagree

1) if you strongly disagree

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. Be sure your mark fills the entire block of the response you wish to make. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

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Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the televised lecture and suggest improvements.

1. The TV viewing conditions in the room were unsatisfactory.
2. I frequently had difficulty seeing the materials presented on TV.
3. I frequently had difficulty hearing what the TV instructor said because he spoke too quietly.
4. I had difficulty seeing the TV.
5. The program held my attention all the time.
6. The TV instructor clearly identified what the unit would cover.
7. Adequate transition between ideas was provided.
8. I feel I learned a great deal from this TV program.
9. The charts and pictures used in the TV program did not help me understand the subject better.
10. The TV instructor organized his content well.
11. The TV instructor related the instructional material to easily understandable examples.
12. The TV instructor kept digressing to unimportant details.
13. The TV instructor generally presented the material in a too complex manner.
14. The TV instructor generally presented the material in an oversimplified manner.
15. The TV instructor generally showed enthusiasm for, and interest in, his subject.
16. What I learned during the televised lecture will be useful to me as a classroom teacher.
17. To the best of my knowledge the information in the televised lecture was correct.
18. The TV instructor normally took enough time to clarify one aspect of the subject before moving into the next.

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19. The TV instructor spoke clearly and distinctly.

20. The material presented was too difficult.

21. The material presented was too simple.

22. The TV instructor did not speak in a monotone.

23. The TV instructor spoke in a condescending manner.

24. The picture was distorted.

25. The program covered too much material.

26. I would like to use the materials and procedures introduced during the televised lecture in my classroom.

27. The lecture dealt with a subject fundamental to the course.

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ITEM F

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

SEMINAR QUESTIONNAIRE (SQ)

Check to make sure your student number appears in the first four boxes in the section labeled "Student Number" in the lower right-hand corner of the separate answer sheet. If it does not, make sure you have the packet labeled with your student number. If you have the right packet, then erase the incorrect number and write in your correct student number. You also need to erase the incorrect boxes under the number and mark in the right boxes.

Check to make sure the letters after the word "Test" are the same as the abbreviated name of the form you are using. This abbreviation is found in the parentheses immediately following the instrument name.

If they do not match, check through your packet to see if the answer sheets for this form are in the packet. If the proper matching answer sheet is not there, cross out the wrong name (do not erase) and write in the correct abbreviated name. If it is crossed out, we know to change the coding.

Mark all answers on the separate answer sheet. Indicate your answers by placing a heavy vertical line in the column beside the appropriate item number on the separate answer sheet. Be sure the item number on the answer sheet matches the item number on the test.

Mark: 5) if you strongly agree with the statement

4) if you moderately agree

3) if you feel neutral

2) if you moderately disagree

1) if you strongly disagree

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. Be sure your mark fills the entire block of the response you wish to make. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the live seminar and suggest improvements.

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1. The pre-taped films presented during the seminar were a valuable supplement to material previously presented in the course.

2. The seminar presenters did not provide adequate responses to the questions generated by course participants.

3. The questions sent in by course participants were valuable in highlighting important issues.

4. Many important questions regarding the seminar topic were not raised.

5. I was not given sufficient opportunity to contribute questions for the seminar.

6. There was adequate time allowed for the preparation and transmission of questions for the seminar presenters.

7. The seminar discussion was interesting.

8. The seminar presentation was not well organized.

9. The seminar discussants expressed themselves clearly.

10. The seminar presenters were obviously quite expert in the content areas discussed.

11. The seminar helped me to understand better what this course is all about.

12. The televised seminar does not compare very favorably to an on-site seminar with actual student participation.

13. I got more out of the seminar presentation than one of the thirty minute pretaped lessons.

14. No really new material was introduced during the seminar.

15. I feel that having the opportunity to generate and receive answers to questions was the most valuable aspect of the seminar.

16. The time allowed for the seminar was too short.

17. This was not a good time in the course sequence to discuss the material covered in the seminar.

18. I wish more of the televised lessons were seminars.

19. I feel that the seminar presenters were not really aware of actual classroom and community problems.

20. I do not have a good grasp of the new material introduced during the seminar.

21. The filmed sections of the seminar were better than the discussion sections.

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ITEM G

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

USER FOUR-CHANNEL AUDIO RATING FORM (UFCA)

Student Number_____ Date_____

Check to make sure your student number appears in the first four boxes in the section labeled "Student Number" in the lower right-hand corner of the separate answer sheet. If it does not, make sure you have the packet labeled with your student number. If you have the right packet, then erase the incorrect number and write in your correct student number. You also need to erase the incorrect boxes under the number and mark in the right boxes.

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Mark all answers on the separate answer sheet. Indicate your answers by placing a heavy vertical line in the column beside the appropriate item number on the separate answer sheet. Be sure the item number on the answer sheet matches the item number on the test.

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4) if you moderately agree

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Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. Be sure your mark fills the entire block of the response you wish to make. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

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Feel free to add additional comments about the quality of the four-channel audio instruction under 'comments' below the statements. Your ratings help determine the quality and desirablity of the four-channel audio method of instruction. What you say does not affect your grade, and your instructor does not see individual responses.

Sound

1. The volume was satisfactory.
2. The voice quality was distorted by transmitted noises.
3. I heard more than one answer at the same time.

Timing

4. There was not sufficient time to put the head piece on before the first question began.
5. There was adequate time to make each selection before the answer was given.
6. The answers to questions were not finished when the next question began.

Mechanics

7. I did not receive the answers I selected.
8. The equipment was hard to use.
9. I enjoyed working with the four-channel audio equipment.
10. The speaker spoke too fast.
11. The speaker spoke clearly.

Content

12. The material presented was not relevant to the unit topic.
13. The questions and answers helped me understand better what was presented in the video.
14. The questions and answers helped me understand how to use in the classroom the materials and procedures presented in the video.
15. The explanations to the questions were clear.
16. The explanations were thorough.
17. The explanations were interesting.

Comments: write on back of this page.

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ITEM H

Appalachian Education Satellite Project
Resource Coordinating Unit
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

LABORATORIES ACTIVITIES QUESTIONNAIRE (LAQ)

Instructions

Check to make sure your student number appears in the first four boxes in the section labeled "Student Number" in the lower right-hand corner of the separate answer sheet. If it does not, make sure you have the packet labeled with your student number. If you have the right packet, then erase the incorrect number and write in your correct student number. You also need to erase the incorrect boxes under the number and mark in the right boxes.

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Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the laboratory activities and suggest improvements.

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1. The video adequately prepared me for the laboratory activities.
2. The instructions for the laboratory activities were clear.
3. What I learned during the laboratory activities will be useful to me as a classroom teacher.
4. The laboratory activities were more useful than the video tape lesson in demonstrating the practical use of concepts and procedures.
5. The interaction with other class members during the laboratory session was helpful.
6. The person in charge of the laboratory session was helpful.
7. The person in charge of the laboratory session gave adequate directions.
8. The value of the laboratory session was that it provided an opportunity to handle the actual materials discussed in the televised lecture.
9. The laboratory session enables you to see the practical uses of the materials and procedures described in the televised lecture.
10. I was able to successfully complete the laboratory activities.
11. There was enough time to complete the laboratory activities.
12. The laboratory session lasted too long.
13. The laboratory activities were logically organized.
14. Too much material was included in the laboratory session.
15. Adequate explanation accompanied the laboratory activities.
16. The purpose of the laboratory activities was clear to me.
17. I would like to use the materials and procedures included in the laboratory session in my classroom.
18. The classroom facilities provided were adequate for the classroom activities.
19. It was easy to get access to the materials needed to perform the laboratory activities.
20. The laboratory activities were interesting.
21. The laboratory activities helped me to understand the procedures presented in the televised lecture better.
22. The laboratory activities were more enjoyable than the video lesson.

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ITEM I

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

READING INFORMATION SYSTEM USER SATISFACTION QUESTIONNAIRE (RISUSQ)

Instructions:

Mark all answers on the separate answer sheet -- do not write on the test itself. In the blank after the word "School" at the top of the answer sheet write the name of the course you are taking. In the blank after the word "Test" write the abbreviated name of the test. In the section labeled "Student Number" located in the lower right-hand corner of the answer sheet, write your 4-digit student number in the first four boxes. Place a heavy horizontal line in the appropriate space in the column under each digit of your student number.

Indicate your answers to the items by placing a heavy vertical line in the column beside the appropriate item number on the separate answer sheet. Be sure the item number on the answer sheet matches the item number on the test.

Mark: 5) if you strongly agree with the statement

4) if you moderately agree

3) if you feel neutral

2) if you moderately disagree

1) if you strongly disagree

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. Be sure your mark fills the entire block of the response you wish to make. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

1. The Select-Ed training package adequately explained the use of this information system.

2. The Texas Computer Retrieval System training package adequately explained the use of this information system.

3. I feel that the information request form for the Select-Ed information system was clear in its format.

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4. I feel that the information request form for the Texas Computer Retrieval System information system was clear in its format.

5. I feel that it took too long to receive information from the Select-Ed system.

6. I feel that it took too long to receive information from the Texas Computer Retrieval System.

7. The Select-Ed information search provided me with the information I wanted.

8. The Texas Computer Retrieval System information search provided me with the information I wanted.

9. The Select-Ed information system gave me more information than I expected.

10. The Texas Computer Retrieval System information system gave me more information than I expected.

11. The Select-Ed information system was easy to use.

12. The Texas Computer Retrieval System information system was easy to use.

13. The information received from the Select-Ed information system was easy to interpret.

14. The information received from the Texas Computer Retrieval System information system was easy to interpret.

15. The Select-Ed information system provided me with useful information.

16. The Texas Computer Retrieval System provided me with useful information.

17. The Select-Ed information system is well worth the time and effort it took to use it.

18. The Texas Computer Retrieval System information system is well worth the time and effort it took to use it.

19. I received conflicting information from the different information systems.

20. If the Select-Ed information system were available to me, in my school system, I would use it.

21. If the Texas Computer Retrieval System information system were available to me, in my school system, I would use it.

22. I feel that the Select-Ed information system is extremely beneficial to me as a teacher.

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23. I feel that the Texas Computer Retrieval System information system is extremely beneficial to me as a teacher.

24. I would recommend the Select-Ed information system to my fellow teachers.

25. I would recommend the Texas Computer Retrieval System information system to my fellow teachers.

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ITEM J

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

CAREER EDUCATION INFORMATION SYSTEM USER SATISFACTION QUESTIONNAIRE (CEISUSQ)

Instructions:

Mark all answers on the separate answer sheet — do not write on the test itself. In the blank after the word "School" at the top of the answer sheet write the name of the course you are taking. In the blank after the word "Test" write the abbreviated name of the test. In the section labeled "Student Number" located in the lower right-hand corner of the answer sheet, write your 4-digit student number in the first four boxes. Place a heavy horizontal line in the appropriate space in the colum under each digit of your student number.

Indicate your answers to the items by placing a heavy vertical line in the colum beside the appropriate item number on the separate answer sheet. Be sure the item number on the answer sheet matches the item number on the test.

Mark: 5) if you strongly agree with the statement

4) if you moderately agree

3) if you feel neutral

2) if you moderately disagree

1) if you strongly disagree

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or a ball-point. Be sure your mark fills the entire block of the response you wish to make. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

1. The Computer Based Resource Guide training package adequately explained the use of this information system.

2. The ERIC/AIM/ARM, RIE, CIJE training package adequately explained the use of this information system.

3. I feel that the information request form for the Computer Based Resource Guide information system was clear in its format.

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4. I feel that the information request form for the ERIC/AIM/ARM, RIE, CIJE information system was clear in its format.

5. I feel that it took too long to receive information from the Computer Based Resource Guide system.

6. I feel that it took too long to receive information from the ERIC/AIM/ARM, RIE, CIJE system.

7. The Computer Based Resource Guide information search provided me with the information I wanted.

8. The ERIC/AIM/ARM, RIE, CIJE information search provided me with the information I wanted.

9. The Computer Based Resource Guide information system gave me more information than I expected.

10. The ERIC/AIM/ARM, RIE, CIJE information system gave me more information than I expected.

11. The Computer Based Resource Guide information system was easy to use.

12. The ERIC/AIM/ARM, RIE, CIJE information system was easy to use.

13. The information received from the Computer Based Resource Guide information system was easy to interpret.

14. The information received from the ERIC/AIM/ARM, RIE, CIJE information system was easy to interpret.

15. The Computer Based Resource Guide information system provided me with useful information.

16. The ERIC/AIM/ARM, RIE, CIJE information system provided me with useful information.

17. The Computer Based Resource Guide information system is well worth the time and effort it took to use it.

18. The ERIC/AIM/ARM, RIE, CIJE information system is well worth the time and effort it took to use it.

19. I received conflicting information from the different information systems.

20. If the Computer Based Resource Guide information system were available to me, in my school system, I would use it.

21. If the ERIC/AIM/ARM, RIE, CIJE information system were available to me, in my school system, I would use it.

22. I feel that the Computer Based Resource Guide information system is extremely beneficial to me as a teacher.

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23. I feel that the ERIC/AIM/ARM, RIE, CIJE information system is extremely beneficial to me as a teacher.

24. I would recommend the Computer Based Resource Guide information system to my fellow teachers.

25. I would recommend the ERIC/AIM/ARM, RIE, CIJE information system to my fellow teachers.

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ITEM K

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

INSTRUCTOR FEEDBACK QUESTIONNAIRE (IFQ)

Student Number _____ Course _____

Date _____

Instructions

Rate the following nine instructional activities according to the quantity of useful information you received from each. Make your standard of reference an average, graduate education course.

1. Mark a 1 (unacceptable) if you received a lot less information from the activity than you usually obtain from similar activities in a teacher preparation course.

2. Mark a 2 (poor) if you received somewhat less.

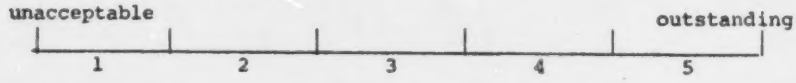
3. Mark a 3 (average) if you received about the same amount from the activity.

4. Mark a 4 (good) if you received a little more from the activity than you usually obtain from similar activities in a graduate education course.

5. Mark a 5 (outstanding) if you received a lot more from the activity than from a comparable activity in a graduate education course.

Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the relative quality of the instructional activities and suggest ways the learning sequence should be restructured.

1. Pre-Program Preparation compared to work usually assigned in other graduate classes prior to covering material in class.



Comments:

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2. TV Program compared to a graduate lecture.

unacceptable ——— outstanding

1 2 3 4 5

Comments:

3. Four-Channel Audio compared to class quizzes followed by a discussion of the answers.

unacceptable ——— outstanding

1 2 3 4 5

Comments:

4. Ancillary Activities compared to laboratory activities associated with other graduate courses.

unacceptable ——— outstanding

1 2 3 4 5

Comments:

5. On-site Reference Materials compared to materials placed on reserve by other graduate instructors.

unacceptable ——— outstanding

1 2 3 4 5

Comments:

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6. Retrieval Systems Materials compared to materials instructors in other graduate courses locate to help specific individuals.

unacceptable — outstanding

1 2 3 4 5

Comments:

7. Televised, Interactive Seminars compared to other graduate seminars and class discussions.

unacceptable — outstanding

1 2 3 4 5

Comments:

8. Follow-up Activities and homework assignments compared to similar activities in other graduate courses.

unacceptable — outstanding

1 2 3 4 5

Comments:

9. Unit Tests compared to teacher-made unit tests in other graduate courses.

unacceptable — outstanding

1 2 3 4 5

Comments:

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ITEM L

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

STUDENT WITHDRAWAL FORM (SWF)

Student Number _____ Date _____

Course _____

Last date in class _____ Number of classes attended _____

1. Did you find the sessions you attended beneficial? Yes ___ No ___

   Comments _____

2. Would you be interested in taking a similar course in the future?
   Yes ___ No ___

3. What were your reasons for withdrawing from the course?

4. Do you have any suggestions of ways to improve the course?
   Yes ___ No ___ Comments _____

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ITEM M

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

OBSERVATION LOG (OL)

Location of Class_____ Date_____

Name of Observer_____

Instructions

The site coordinator and the cooperating faculty member fill in the observation log for all classes they observe. These on-site observations help the RCC plan more effective procedures.

I. Rate the following 8 activities in each of the following 4 categories. Using this 5-point scale, in the box write:

a 1, if the activity was generally excellent in that category;
a 2, if the activity was excellent at times;
a 3, if the activity was acceptable;
a 4, if the activity was weak at times;
a 5, if the activity was generally unacceptable.

	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities	Check if Activity Unobserved Or Inapplicable
First Television Program					
First 4-Channel Audio					
Second Television Program					
Second 4-Channel Audio					
Afternoon Seminar					
Ancillary Activities					
Unit Tests					
Evaluation Forms					

II. On the back of this form, explain any of your reactions or make any general comments you wish.

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ITEM N

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

SUMMATIVE REPORT FORM (SRF)

Name: _____ Course: _____

RESA: _____ Site(s): _____

Are you a site monitor? _____ or consulting faculty? _____

Instructions

Using the Observation Logs from each unit you monitored or observed, supply the following information. Do one SRF for each course you consulted for or monitored. Rate the overall quality of the following activities, in each of the four categories. Using the following 5-point scale, place in the box:

1 - if the activity was generally excellent in that category
2 - if the activity was excellent at times
3 - if the activity was acceptable
4 - if the activity was weak at times
5 - if the activity was generally unacceptable

		Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
1.	Televised Lecture				

Comment on your ratings and suggest improvements in the materials and procedures

_____

_____

_____

_____

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	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
2. 4-Channel audio review				

Comments and suggestions

	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
3. Televised Seminars				

Comments and suggestions

	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
4. Laboratory Activities				

Comments and suggestions

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		Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
5.	Unit Tests				

Comments and suggestions

		Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
6.	Evaluation Forms				

Comments and suggestions

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ITEM O

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

QUALITY OF T.V. RECEPTION (QTVR)

Student Number_____ Date_____

Instructions

Check to make sure your student number appears in the first four boxes in the section labeled "Student Number" in the lower right-hand corner of the separate answer sheet. If it does not, make sure you have the packet labeled with your student number. If you have the right packet, then erase the incorrect number and write in your correct student number. You also need to erase the incorrect boxes under the number and mark in the right boxes.

Check to make sure the letters after the word "Test" are the same as the abbreviated name of the form you are using. This abbreviation is found in the parentheses immediately following the instrument name.

If they do not match, check through your packet to see if the answer sheets for this form are in the packet. If the proper matching answer sheet is not there, cross out the wrong name (do not erase) and write in the correct abbreviated name. If it is crossed out, we know to change the coding.

Mark all answers on the separate answer sheet. Indicate your answers by placing a heavy vertical line in the column beside the appropriate item number on the separate answer sheet. Be sure the item number on the answer sheet matches the item number on the test.

Mark: 5) if you strongly agree with the statement

4) if you moderately agree

3) if you feel neutral

2) if you moderately disagree

1) if you strongly disagree

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. Be sure your mark fills the entire block of the response you wish to make. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

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Please answer as truthfully as possible. Your answers do not affect your grade in the course, but let us know the extent to which the information in the televised lecture and live seminars was available to you.

Feel free to add additional comments about the quality of the reception under the "comments" section below the statements.

1. I could clearly hear the words spoken on the TV set.
2. I had a hard time hearing the audio portion due to poor reception.
3. I had a hard time hearing the audio portion due to noises inside and outside the classroom.
4. The sound was never distorted.
5. The sound never went off during the program.
6. There was picture on the TV set during the whole program.
7. The picture was snowy.
8. The picture was distorted.
9. The sound and the picture were synchronized.
10. I was able to see the program I was scheduled to receive.
11. The color in the picture was of good quality.
12. I was satisfied with the overall picture and sound quality.

Comments:

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ITEM P

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

LEARNING FACILITIES DESCRIPTION (LFD)

RESA _____ Date _____

SITE _____ Prepared by _____

Instructions: Fill in at the beginning of each course and anytime during the course the classroom is moved. This instrument describes the facilities and identifies factors that affect learning.

1. Size of television tube (measured on the diagonal) _____ in.

2. Height of TV screen (measure from the floor to center of TV picture tube) _____ ft. _____ in.

3. Type of Seating (select one)

	check appropriate line
A. Chair	____
B. Tablet Arm Chair	____
C. Desk and Chair	____

4. Spacing between seat rows (measured from the back of one seat to the back of the seat in front of it.) _____ ft. _____ in.

	(circle one)	
5. Is there a color television set	yes	no
6. Do the students have an unobstructed view of the TV screen?	yes	no
7. Are the seats staggered?	yes	no
8. Are there several switches for adjusting lights?	yes	no
9. Is the classroom air conditioned?	yes	no
10. Are there restrooms near the classroom?	yes	no
11. Is there a glare off the TV screen?	yes	no

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Typical Classroom (Top View)

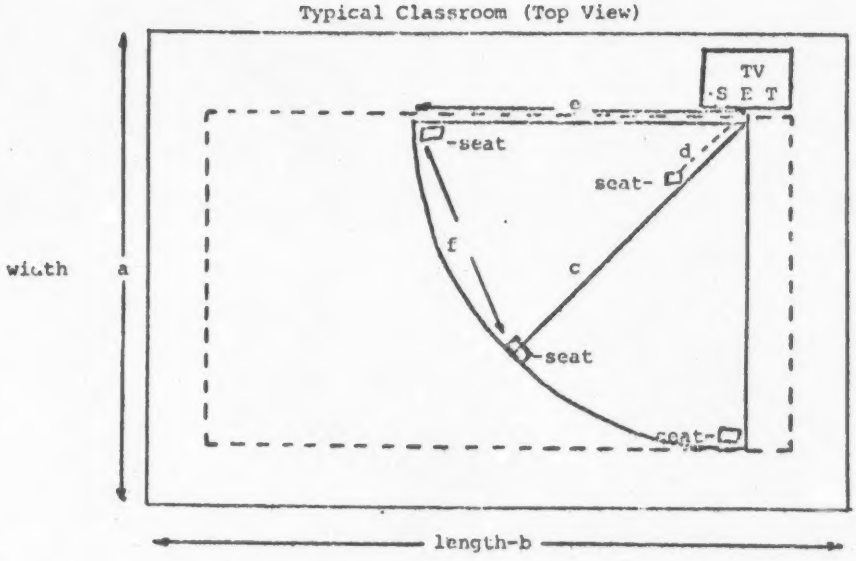

Figure 1

Referring to Fig. 1 please measure the length of the lines indicated below in items 12-17.

12. a: _____ ft. _____ in. (width of room)

13. b: _____ ft. _____ in. (length of room)

14. c: _____ ft. _____ in. (maximum viewing distance: the distance between the front of the TV set and the back of the farthest viewing student)

15. d: _____ ft. _____ in. (minimum viewing distance: the distance between the front of the TV set and the back of the closest viewing student)

16. e: _____ ft. _____ in. (maximum off-center viewing distance)

17. f: _____ ft. _____ in. (distance between the back of the farthest viewing student and the back of the most off-center viewing student)

Using these symbols (, , ,) indicate on Figure 1 the location of:

doors ( )

windows ( )

storage area for audio equipment ( )

seats ( )

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Evaluation Component
Appalachian Education Satellite Project
306 Frazee Hall - University of Kentucky
Lexington, Kentucky 40506

Page of

AESP EQUIPMENT TROUBLE LOG (ETL)

For the Week of: _____

Site: _____

Person Filling in Log: _____

Instructions: Fill in this form as breakdowns occur and repairs are made. Send the form to the RCC Evaluation Component at the end of each week. If there are no breakdowns during a week, write NONE across the form. Record all breakdowns and fill in all columns when work has been completed. Carry incomplete repairs over to the top of the log of the following week.

BREAKDOWN	REPAIR REQUEST	SERVICE CALL	REPAIR
Date and Time of Breakdown and Name of Malfunctioning Equipment	Date and Time Repair Request Made and Name and Company of Person Trouble Reported to	Date and Time of Initial Service Call and Description of Trouble	Date and Time Repair Completed and Comments on the Effectiveness of the Equipment and Repair Procedures

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ITEM R

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

CONFIDENTIAL BACKGROUND QUESTIONNAIRE FOR READING (CBQR)

Instructions

Fill in the blanks with the appropriate information. Many of the items simply require that you check the category that applies to you. Do not mark more than one answer to each question. This information helps the instructor shape the course to meet the needs of the students. The information is confidential and in no way affects your grade in the course.

Student Number: _____

School: _____ City: _____ State: _____

Description of Community: Rural ___ Urban ___

Sex: Male ___ Female ___ Age in years: ___ (as of last birthday)

Scores on GRE: Verbal _____ Quantitative _____ Not Taken _____

Score on National Teacher's Exam: _____ Not Taken _____

Score on ACT: _____ Not Taken _____

Position During 1973-74: Teacher ___

Counselor ___

Principal ___

Other ___ (explain) _____

_____

Grade Level _____

Position During 1974-75: Same ___ Change ___

If changed, title and grade of new position

_____

_____

Work Experience in Teaching: ___ (in years)

Experience in Teaching Reading: ___ (in years)

DPRI Course Taken for: Credit ___ Non-Credit ___ (check one)

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1. Undergraduate Grade Point Average on a 4.0 Scale

   a) less than 1.99
   b) 2.00 - 2.49
   c) 2.50 - 2.99
   d) 3.00 - 3.49
   e) 3.50 - 4.00

2. Graduate Grade Point Average on a 4.0 Scale

   a) less than 2.66
   b) 2.67 - 2.99
   c) 3.00 - 3.33
   d) 3.34 - 3.66
   e) 3.67 - 4.00

3. Last Degree Completed

   a) High School Diploma
   b) Baccalaureate
   c) Master's
   d) Specialist
   e) Doctorate

Number of Undergraduate Reading Courses Completed

4.

a)	none	f)	5
b)	1	g)	6
c)	2	h)	7
d)	3	i)	8
e)	4	j)	9 or more

Number of Graduate Reading Courses Completed

5.

a)	none	f)	5
b)	1	g)	6
c)	2	h)	7
d)	3	i)	8
e)	4	j)	9 or more

6. Are You Enrolled in College Program? No ___ Yes ___

7. If Yes, Work in Progress - on

   a) Baccalaureate
   b) Master's
   c) Specialist
   d) Doctorate
   e) Enrolled, Non-Degree Student

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ITEM S

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

CONFIDENTIAL BACKGROUND QUESTIONNAIRE FOR CAREER EDUCATION (CBQCE)

Instructions

Fill in the blanks with the appropriate information. Many of the items simply require that you check the category that applies to you. Do not mark more than one answer to each question. This information helps the instructor shape the course to meet the needs of the students. The information is confidential and in no way affects your grade in the course.

Student Number: _____

School: _____ City: _____ State: _____

Description of Community: Rural ___ Urban ___

Sex: Male ___ Female ___ Age in Years: ___ (as of last birthday)

Scores on GRE: Verbal _____ Quantitative _____ Not Taken _____

Score on National Teacher's Exam: _____ Not Taken ___

Score on ACT: _____ Not Taken _____

Position During 1973-74: Teacher ___

Counselor ___

Principal ___

Other ___ (explain) _____

_____

Grade Level _____

Position During 1974-75: Same ___ Change ___

If changed, title and grade of new position

_____

_____

Work Experience in Teaching: ___ (in years)

Experience in Teaching Career Education: ___ (in years)

Course Taken for: Credit ___ Non-Credit ___ (check one)

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1. Undergraduate Grade Point Average on a 4.0 Scale

   a) less than 1.99
   b) 2.00 - 2.49
   c) 2.50 - 2.99
   d) 3.00 - 3.49
   e) 3.50 - 4.00

2. Graduate Grade Point Average on a 4.0 Scale

   a) less than 2.66
   b) 2.67 - 2.99
   c) 3.00 - 3.33
   d) 3.34 - 3.66
   e) 3.67 - 4.00

3. Last Degree Completed

   a) High School Diploma
   b) Baccalaureate
   c) Master's
   d) Specialist
   e) Doctorate

Number of Undergraduate Career Education Courses Completed

4.

a)	none	f)	5
b)	1	g)	6
c)	2	h)	7
d)	3	i)	8
e)	4	j)	9 or more

Number of Graduate Career Education Courses Completed

5.

a)	none	f)	5
b)	1	g)	6
c)	2	h)	7
d)	3	i)	8
e)	4	j)	9 or more

6. Are You Enrolled in College Program? No ___ Yes ___

7. If Yes, Work in Progress - on

   a) Baccalaureate
   b) Master's
   c) Specialist
   d) Doctorate
   e) Enrolled, Non-Degree Student

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ITEM T

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

SITE MONITOR QUESTIONNAIRE (SMQ)

Name: _____ RESA: _____

Sex: Male ____ Female ____ Site: _____

Course: _____

1. Occupational Information

a) During the regular school year what is your occupation? Please give specific title and location of employment.

_____

_____

_____

_____

b) How were you selected to become a site monitor for the AESP experiment?

_____

_____

_____

_____

c) For what course(s) are you to be a site monitor?

_____

_____

_____

_____

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2. Education

a) Last Degree Completed (circle appropriate letter)

1) High School Diploma
2) Baccalaureate
3) Master's
4) Specialist
5) Doctorate

b) Work in Progress on (circle appropriate letter)

1) Baccalaureate
2) Master's
3) Specialist
4) Doctorate
5) Enrolled, non-degree student
6) Not enrolled

c) List Areas of Specialization during formal educational training.

1) _____

2) _____

3) _____

4) _____

3. Teaching Experience

a) How many years of teaching experience do you have at the following levels?

1) Elementary ____
2) Junior high ____
3) High school ____
4) College (undergraduate) ____
5) College (graduate) ____

b) List the subject areas in which you have taught.

1) _____

2) _____

3) _____

4) _____

5) _____

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c) How many years of occupational experience do you have in other areas of education?

1) Principal (elementary) ____
2) Principal (junior high) ____
3) Principal (high school) ____
4) Guidance counselor ____
5) Superintendant ____
6) Research and development ____
7) Other (please specify) _____

_____

4. Background in the Reading Area

(answer only if you are the site monitor for the Diagnostic and Prescriptive Reading Course).

a) Number of undergraduate reading courses taken ____

b) Number of graduate reading courses taken ____

c) Teaching experience in the reading area (in years) ____

d) Have you attended any workshops or other special training sessions in the reading area? Yes ____ No ____
If yes, please explain

_____

_____

_____

_____

e) To what extent are you familiar (prior to the course workshop) with standardized reading tests? List any you have used.

_____

_____

_____

_____

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f) To what extent are you familiar (prior to the course workshop) with informal classroom reading tests?

g) To what extent are you familiar (prior to the course workshop) with instructional materials and methods for teaching reading?

h) List any other relevant experience or training in the area of reading instruction.

5. Background in the Career Education Area

(answer only if you are the site monitor for the Elementary Career Education Course)

a) Number of undergraduate career education courses taken ____

b) Number of graduate career education courses taken ____

c) If you have taught at any level, have you incorporated career education into your curriculum? Please explain. If you have never taught write simply "No teaching experience".

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d) Have you attended any workshops or special training sessions in the career education area? Yes ____ No ____
If yes, please give the name of the program and explain what it dealt with.

_____

_____

_____

_____

e) To what extent were you familiar (prior to the course workshop) with the concepts to be presented in the elementary career education course?

_____

_____

_____

_____

f) Do you have any training or experience in the counseling area?
Yes ____ No ____
If yes, please explain.

_____

_____

_____

_____

g) Have you helped establish a career education program for your school system or worked on a career education planning team. Yes ____ No ____
If yes, please explain.

_____

_____

_____

_____

h) List any other relevant experience or training in the area of career education.

_____

_____

_____

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ITEM U

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

CONSULTING FACULTY BACKGROUND QUESTIONNAIRE (CFQ)

Name: _____ RESA: _____

Sex: Male _____ Female _____ Site(s): _____

Course: _____

1. Occupational Information

a) Academic rank _____

b) Job title (if different from above) _____

c) Member of graduate faculty? full ___ associate ___ no ___
not applicable ___

d) Tenured? yes _____ no _____

e) Name of college or university _____

f) Name of department or office _____

g) In which areas do you teach? _____

_____

_____

h) In which areas are your current, or recent, research activities?

_____

_____

_____

2. Education

a) Circle degree held: MA/MS EdD PhD

b) Year degree earned _____

c) What was your area of specialization during formal training?

_____

_____

_____

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3. Background in the Reading Area

(Answer only if you are a consulting faculty member for the Diagnostic and Prescriptive Reading course)

a) College teaching experience in the reading area (in years) _____

b) Publications in the reading area

1) journal articles (number) _____

2) books (number) _____

3) learning kits, tests, etc. (specify) _____

_____

_____

4. Background in the Career Education Area

(Answer only if you are a consulting faculty member for the Career Education course)

a) Have you taught Career Education concepts in your classes: yes___

no ___ if yes, explain briefly your approach _____

_____

_____

b) Publications in the Career Education area

1) journal articles (number) _____

2) books (number) _____

c) Have you helped schools to install career education programs?

yes _____ no _____ if yes, please explain _____

_____

_____

d) Have you developed any career education packages, learning kits,

etc. yes _____ no _____ if yes, please explain _____

_____

_____

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ITEM V

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
306 Frazee Hall, University of Kentucky
Lexington, Kentucky 40506

ATTENDANCE RECORD FORM

INSTRUCTIONS: In the place provided below place the 4-digit number of any student who was not in class. Remember also to fill in the date, your name, and the student numbers of the participants who were sent student withdrawal forms.

	MORNING* Student 4-digit Number		AFTERNOON* Student 4-digit Number
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
12		12	
13		13	
14		14	
15		15	
16		16	
17		17	
18		18	
19		19	
20		20	

Date: _____

Person taking attendance: _____

Student withdrawal form sent to (use 4-digit student number to identify student):

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

*If a participant is absent both morning and afternoon, his student number must appear in both morning and afternoon columns.

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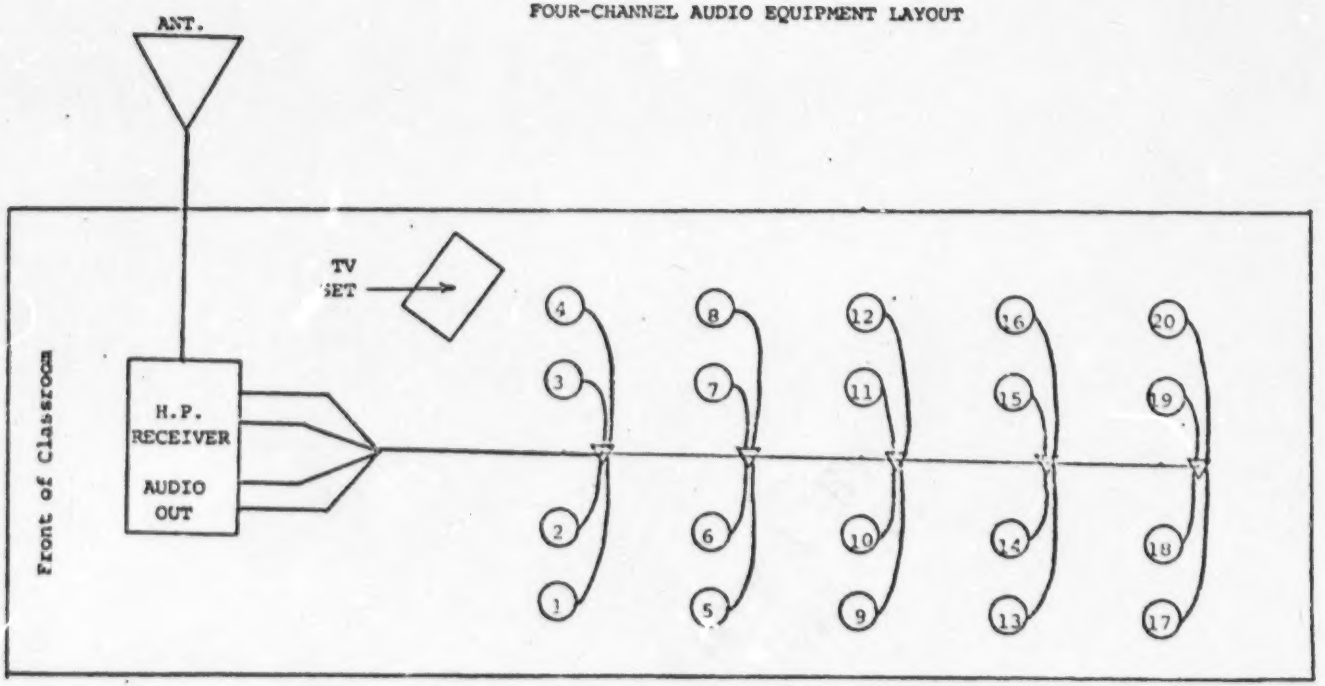
FOUR-CHANNEL AUDIO EQUIPMENT LAYOUT



▽ = Distribution Point

○ = Individual Teacher Response Position

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ITEM X

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Lexington, Kentucky 40506

READING SEATING CHART

INSTRUCTIONS: In each block print the complete name of the participant in the seat. Make sure that the front of the chart is pointing to the front of the room. Make THREE copies of this chart: one to send to the RCC, a second to post so that the teachers can refer to it, and a third to use when you silently take roll.

FRONT OF CLASSROOM

TV SET

# _ _ 01	# _ _ 02	# _ _ 03	# _ _ 04
# _ _ 05	# _ _ 06	# _ _ 07	# _ _ 08
# _ _ 09	# _ _ 10	# _ _ 11	# _ _ 12
# _ _ 13	# _ _ 14	# _ _ 16	# _ _ 16
# _ _ 17	# _ _ 18	# _ _ 19	# _ _ 20

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ITEM Y

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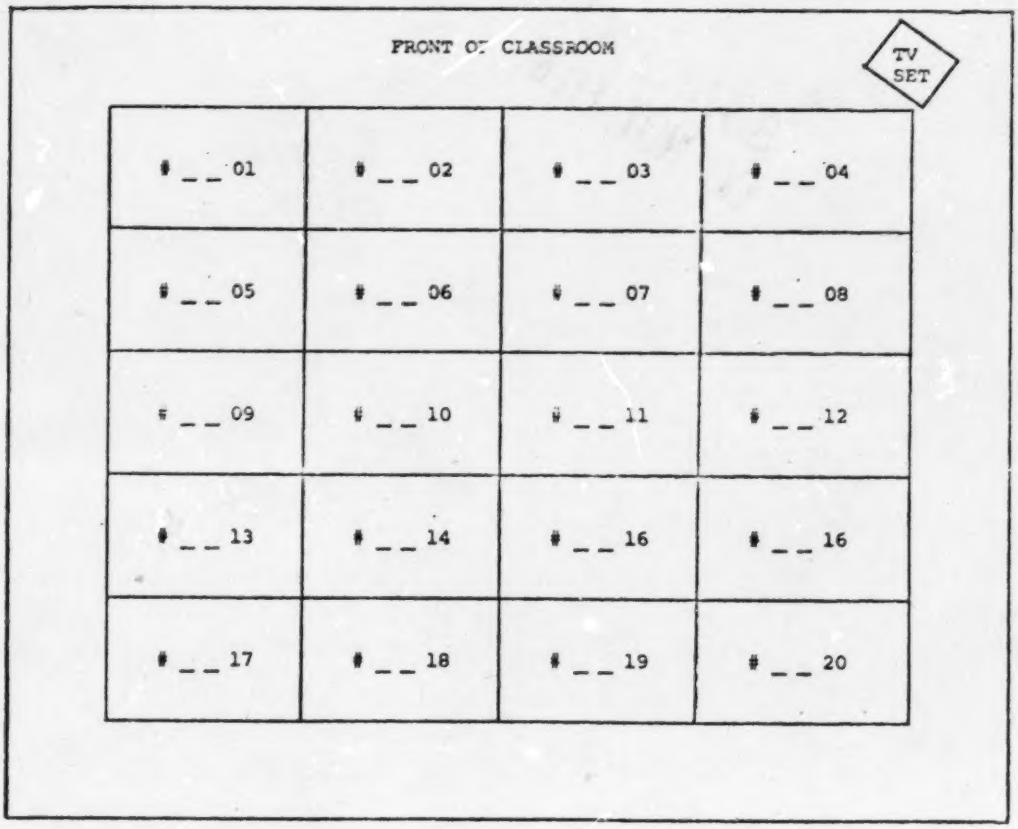
CAREER EDUCATION SEATING CHART

INSTRUCTIONS: In each block print the complete name of the participant in the seat. Make sure that the front of the chart is pointing to the front of the room. Make TWELE copies of this chart: one to send to the RCC, a second to post so that the teachers can refer to it, and a third to use when you silently take roll.



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This report was produced under a grant from the National Institute of Education. The views expressed do not necessarily reflect those of the National Institute of Education or the U.S. Department of Health, Education, and Welfare.